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ABSTRACT

An in-class survey of a representative sample of 298 students was conducted by Merritt College in March 1979 to determine: (1) the approximate number of students who were considering withdrawal from college; (2) the approximate number who had given withdrawal serious consideration in the past; and (3) the factors which students felt were decisive in keeping them at Merritt. Open-ended questions solicited reasons why a student was considering or had considered dropping out. In addition, checklists were provided against which students could indicate the items that were important in their decision to remain at school in relation to getting into desired courses, instruction, student services, financial aid, and other factors related to their home or school environment. Major findings indicate that only 8.7% of the respondents were considering dropping out; financial difficulty was the most frequently cited reason for this, followed by the need to get a job and personal commitments or problems. Another 47.3% indicated that they had given serious consideration to leaving at one time. Need to get a job, personal commitments, and intention to transfer were the most common reasons. The survey report presents a discussion of the representativeness of the sample and provides 30 tables illustrating responses by age, sex, ethnicity, and educational and occupational background. (JP)

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RESEARCH REPORT NO. 11

A STUDY OF A SAMPLE OF MERRITT COLLEGE STUDENTS:
REASONS PRECIPITATING POSSIBLE WITHDRAWAL, AND
ATTITUDES TOWARD SERVICES AND INSTRUCTION.

May 1979

2

Dayton Axtell, Ph.D.
Alison Coad

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STUDENTS: REASONS PRECIPITATING
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by

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and
Alison Coad

OFFICE OF STUDENT PERSONNEL

Merritt College

Oakland, California

May, 1979

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by a grant from the NorCal (Community College)
Cooperative Institutional Research Group, with
additional financial support from Merritt College.

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A number of people helped make this study possible. Initially, Wilfred Desrosiers, Jr., Dean of Merritt's Student Personnel Services, provided moral and financial support, which were both needed and greatly appreciated. The Executive Committee of the Nor Cal (Community College) Cooperative Institutional Research Group, of which Dr. Paul Preising of the San Jose Community College District is Chairman, awarded the basic financial grant which undergirded most of the work. Dean James Mitchell of Butte College, Nor Cal Treasurer, was most helpful in handling these financial arrangements.

At Merritt, Business Officer Suzanne Dye and her assistant Shelly Adams, expedited the paperwork. Very special thanks are due Mr. James Harvey and Mr. Levester Williams, who solved an initial payroll problem. Shirley Buford and her assistant Nancy Enkoji carefully prepared the cover layout. The members of Merritt's Production Department - Miyo Shishido, Richard Leong, and Lorna Pascual - handled the lithography and assembly of both the questionnaire and the report in their usual precise style and their much-appreciated willingness to work with close deadlines.

Since the questionnaires were given out in classes by instructors, the solid backing of Dean of Instruction Norma Tucker was invaluable. Extremely helpful and supportive contributions were made by the Division Chairpersons: Glenna Bryant, Dr. Leo Goldston, Ron Havemann, Melvin Newton and Gary Svihula, and especially by Lloyd Baysdorfer, Assistant Dean of Instruction. Dean Tucker's secretary, Patti Mills, and Division secretaries Jeanine Castro, Marie Cerruti, Norma Johnson and Gerri Olivier were also very helpful.

Without the assistance of the seventeen instructors who gave the students' questionnaires in their classes, the study would have been impossible. Deep appreciation is extended to these wonderfully cooperative people, whose names are in Appendix A. The basic form of the questionnaire was developed last year jointly with Dr. George Herring, then Assistant Dean of Student Personnel Services, now Dean of Administration and Development. Dean Herring's contribution is therefore a major one.

Finally, I would never have applied for the Nor Cal grant, had it not been for the willingness of Alison Coad, a Merritt student, to work with me. Her insightful comments, cooperative personality and her extremely rapid and accurate work literally made it possible to complete the study in the relatively short time available.

Dayton Axtell

TABLE OF CONTENTS

	<u>Page</u>
Background of this Report	1
The Questionnaire Used	3
The Sample of Merritt Students	11
Designation of the Variables	13
Titles and Cross- Tabulations of Tables	14
Tables	17
Discussion of Results From the Tables	71
Appendix A- Students' Comments (in space after B- "Other")	74
Appendix B- List of Classes and Participating Instructors	76

THE BACKGROUND OF THIS REPORT

In the Spring of 1978, a start was made toward a research study to try to determine what factors precipitate, or "trigger", students' withdrawing from Merritt. Withdrawing, or dropping out, is defined as leaving college before a student attains the goal for which he or she began college. Thus, withdrawing may take place after the completion of a semester, as well as in the middle of one.

It is well known that community college students are quite mobile (see, for example, Dr. Dorothy Knoell's recent study) and that failure to re-enroll at a particular community college after completing a semester or two may not necessarily mean that a student is abandoning his or her educational aim. However, many students drop out in mid-semester, and (although again, there may be reasons for this other than giving up) this is a cause of considerable concern for Community College educators, not only because of the loss to the student in time invested, but also because the college suffers too.

In this particular study, no differentiation was made between mid-semester and end-of-the-semester withdrawal. The key questions in the questionnaire (which was administered during the sixth and seventh weeks after classes started for the Spring semester) were simply worded as follows: "Have you ever seriously thought about leaving Merritt before you attained your goal here?" and "Right now, are you considering dropping out?"

It is well known by now what kinds of community college students are likely to withdraw. (See, for example, the comprehensive study completed under the auspices of NorCal, authored by Drs. Thomas McMillan and Donald Kester.) They found that in general, the most probable drop-outs are males, of minority background, coming from economically disadvantaged families. These students parents are not likely to have had any college work, nor are they likely to be supportive of higher education for their children.

But this is certainly not the whole story, as demonstrated by many colleges even as early as 1968 by Berg and Axtell in their study. They found that intensive efforts by some colleges to retain marginal students were highly successful, and that the attitude of the faculty, administrators, and staff can make a tremendous difference, as could other factors than attitudes- for example, having adequate financial aid available, special tutoring, and transportation.

At this point in time, Merritt is providing all the support facilities that other forward-looking community colleges have learned over the past decades are not only desirable, but necessary. But we, as well as other colleges, still experience far more dropping out than seems necessary.

This particular study is to try to identify practices that may "trigger" the actual dropping out of those Merritt students who are withdrawal-prone. A secondary purpose is to identify practices at Merritt that are seen as needing change by those students who say they have never considered withdrawal.

Since, at Merritt, a questionnaire had been already developed by Drs. George Herring and Dayton Axtell, it seemed a natural to use this as the basis for a proposal for a \$500 grant from NorCal (Community College) Cooperative Institutional Research Group. The proposal was subsequently funded, and the work described in this research began in February of 1979 and was completed in May of the same year.

THE QUESTIONNAIRE USED

Dear Student,

MARCH, 1979

This year, there is a very serious attempt being made at Merritt to improve the retention (or "stay-ing ability") of students.

The most important information about this problem has to come from you, the student. Thus, this questionnaire.

Please fill this out carefully and thoughtfully. (It is very likely that at least some of the changes you desire may be made by next year.)

All the questionnaires will be read! Don't worry about spelling or grammar. Names are not needed, but you may sign the questionnaire if you wish.

1. Have you ever seriously thought about leaving Merritt before you attained your goal here?

(1) Yes _____ (2) No _____

2. If you checked "Yes" in question 1, please put down the actual reason (or reasons), no matter when they were.

INSTRUCTIONS

- (a) Please print all answers.
- (b) Short answers are good, but the important thing is to put down the real problem.
- (c) If more than one problem, put in order, starting with the worst one first.

3. Right now, are you considering dropping out?

(1) Yes _____ (2) No _____

4. If your answer to question 3 is "Yes", please put down the actual reasons.

INSTRUCTIONS

(a) Please print all answers.

(b) Short answers are good, but the important thing is to put down the real problem.

(c) If more than one problem, put in order, starting with the worst one first.

5. Regardless of whether you, yourself, have ever considered dropping out, here is a checklist of things that affect students' staying here or dropping out. Please check as many as you feel are important for your staying here.

A. GETTING INTO DESIRED CLASSES:

- 1) Having fewer trips to Merritt for registration, testing, Orientation, class sign-up, and programming. _____
- 2) Having simpler registration procedure. _____
- 3) Having simpler program forms. _____
- 4) Entrance test should be less difficult. _____
- 5) Having no entrance test. _____

- 6) Students should have more clearly-defined goals. _____
- 7) There should be a better explanation of schedule of classes. _____
- 8) It should be easier to get number of units student needs. _____
- 9) There should be more basic day classes available that students need. _____
- 10) Basic classes should be offered at more times of the day. _____
- 11) It should be easier to see a Dean if necessary. _____
- 12) It should be easier to see a counselor at registration/sign-up time. _____
- 13) It should be easier to see an instructor during class sign-up. _____
- 14) It should be easier to see a peer (student) advisor. _____
- 15) Registratimn and information clerks should be more sympathetic. _____
- 16) Registration and information clerks should have more understanding of problems. _____
- 17) It should be easier to get information by phone. _____
- 18) There should not be pre-class-sign-up Orientation sessions. _____
- 19) There should be better explanations of content of courses. _____
- 20) There should be better explanations of what courses are suitable for a student. _____
- 21) There should be more openings in the courses most students need. _____

B. TEACHING AND RELATED

- 1) There should be clearer explanations of materials by instructors. _____
- 2) Instructors should cover material at a slower pace. _____
- 3) Instructors should cover material at a faster pace. _____
- 4) Some instructors should be more sympathetic. _____
- 5) There should be smaller classes. _____

- 6) Instructors should speak louder. _____
- 7) Instructors should use simpler words. _____
- 8) Instructors should not pick on particular students. _____
- 9) There should be less work outside of class. _____
- 10) There should be more work outside of class. _____
- 11) Library should be easier to use. _____
- 12) Library personnel should be more helpful. _____
- 13) Quarter-system would be better for me than present semester system. _____
- 14) There should be more "minicourses" (short-term courses). _____
- 15) Students here should have more commitment to learning. _____
- 16) Instructors making clear his/her grading policies. _____
- 17) Instructors making clear his/her attendance policies. _____
- 18) Instructors should give out a course outline at beginning of semester. _____

C. STUDENT SERVICES

- 1) Counselors should have more information. _____
- 2) Peer advisors should have more information. _____
- 3) Counselors having better understanding of students' problem(s). _____
- 4) Peer advisors being more understanding of students' problem(s). _____
- 5) Counselors should be more helpful. _____
- 6) Peer advisors should be more helpful. _____
- 7) Students should receive more information about the Tutorial Center. _____
- 8) There should be more tutors when needed. _____
- 9) Tutors should be more helpful. _____
- 10) More information on the Career Center should be made available to
students. _____
- 11) Career Center personnel should be more helpful. _____
- 12) Career Center should have more information (on jobs, etc.) available. _____

- 13) More information should be available to entering students about the Learning Lab. _____
- 14) There should be more people in the Learning Lab. _____
- 15) People in the Learning Lab should be more helpful. _____
- 16) There should be more information available to entering students about the Child Care Center. _____
- 17) The Child Care Center should take care of more children. _____
- 18) There should be more people in the Child Care Center. _____
- 19) The Child Care Center people should be more helpful. _____
- 20) There should be more information available about the Job Placement Office. _____
- 21) More part-time jobs available when needed. _____
- 22) Job Placement personnel should be more helpful. _____
- 23) There should be more time for students by the College Nurse. _____

D. FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aid available. _____
- 2) Financial aid applications should be simpler. _____
- 3) More financial aid (of the type student is eligible for) should be made available. _____
- 4) Money should be made available more quickly. _____
- 5) Financial Aid Office personnel should be more helpful. _____

E. OTHER

- 1) Need cheaper transportation to Merritt. _____
- 2) Need faster transportation to Merritt. _____
- 3) Need more good places to study at Merritt. _____
- 4) Need a good place to study at home. _____

- 5) Need more time to study. _____
- 6) Being able to go to college without having to work as well. _____
- 7) Need more motivation to study. _____
- 8) Need more encouragement from parents. _____
- 9) Need more financial aid from parents. _____
- 10) Other students should be friendlier. _____
- 11) Other students should be more helpful. _____
- 12) Instructors should not turn down special requests. _____
- 13) Deans should not turn down special requests. _____

Others: _____

Now, in order to find out which groups run into what kinds of problems, we need to have some information about you. As we said before, we do not need to know your name. Sign the questionnaire only if you wish.

6. Age group (please check one)

- (1) 16 or below _____
- (2) 17 _____
- (3) 18 _____
- (4) 19-21 _____
- (5) 22-25 _____
- (6) 26-30 _____
- (7) 31-50 _____
- (8) 51 or older _____

7. Ethnic background (please check what you consider your background to be)

- (1) Asian_____
- (2) Black_____
- (3) Caucasian_____
- (4) Chicano/Latino_____
- (5) Native American Indian_____
- (6) Other_____ (please specify):_____

8. Sex: (1) Female_____ (2) Male_____

9. Approximate number of units completed at Merritt before this semester:

- (1) 0-5_____ (4) 21-30_____ (6) 41-60_____
- (2) 6-12_____ (5) 31-40_____ (7) Over 60_____
- (3) 13-20_____

10. How many units are you taking right now, this semester?

- (1) 1-3_____ (5) 12_____
- (2) 4-6_____ (6) 13-14_____
- (3) 7-9_____ (7) 15_____
- (4) 10-11_____ (8) 16 or more_____

11. Did you graduate from high school?

- (1) Yes_____
- (2) No_____
- (3) By G.E.D., high school equivalency, or other exam_____

12. Did you work after high school and before coming to Merritt?

(1) Yes _____

(2) No _____

13. Have you ever been to any other college or university before coming to Merritt?

(1) Yes _____

(2) No _____

14. If you answered "Yes" to number 13, what university or college?

THANK YOU VERY MUCH FOR YOUR VALUABLE HELP!

THE SAMPLE OF MERRITT STUDENTS

Because of time limitations, the sample was restricted to Merritt students. Because of cost limitations, 375 questionnaires were run off. Both these limitations absolutely precluded a technically pure, random sample. (This kind of sample, along with a large enough N, is what is always wanted in research, in order to attain representativeness). We achieved what we hoped was reasonable representativeness by using the English "ladder" classes (in general, one morning and one afternoon class), supplemented by classes, suggested by the Division Chairpersons, which students may have taken for other reasons than the AA or AS or transfer. The list of classes is shown in Appendix B.

The N dwindled down to 298 as a result of not all the students being in the classes the days the questionnaires were given. When the surplus questionnaires were returned, they were used in other classes, but approximately 75 surplus questionnaires were not returned, for one reason or another.

The questionnaires, accompanied by a cover letter, and a note from the Dean of Instruction, were sent out about six weeks after the beginning of the Spring semester.

The final N of 298 represents approximately 5.1% of the 5824 day students.

It turned out that the sample was, in fact, reasonably representative. On several bases, data on the whole population of 5824, put out by the Dean of Student Personnel Services, and covering approximately the same period, showed a degree of correspondence to our data that was quite close.

On the basis of ethnicity, the results were as follows:

	<u>Dean's whole population (5824)</u>	<u>Our sample (298)</u>
Asian	9.74%	10.07%
Black	35.81%	29.87%
Caucasian	41.76%	45.30%
Chicano	4.35%	4.70%
Native American	1.10%	.67%
Other	4.09%	4.36%
Not Answered	3.15%	5.03%
	100.00%	100.00%

On the basis of sex the data were:

	<u>Dean's whole population (5824)</u>	<u>Our sample (298)</u>
Men	42.37%	52.01% (within 10%)
Women	57.63%	43.29% (within 15%)
Not Answered		4.70%
	100%	100%

On the basis of age:

<u>Dean's (5824)</u>		<u>Our sample (298)</u>	
Under 18	2.20%	2.68%	(within .48%)
18	9.68%	17.45%	(within 7.77%)
19-21	25.57%	33.89%	(within 8.32%)
21-25	17.96%	18.79%	(within .83%)
26-30	15.82%	8.72%	(within 7.10%)
31-50	20.71%	14.09%	(within 6.62%)
51-up	8.11%	2.35%	(within 5.76%)
Not Answered		2.01%	
	<u>100.05</u>	<u>99.98</u>	

DESIGNATION OF VARIABLES IN QUESTIONNAIRE
FOR EASIER IDENTIFICATION OF TABLES

WITHDRAWAL VARIABLES:

I- Used for answers (complete and condensed) to questionnaire's
 & Question 3:

"Right now, are you considering dropping out?

II- Used for answers (complete and condensed) to questionnaire's
 Question 1:

"Have you ever seriously thought about leaving Merritt
 before you attained your goal here?"

COLLEGE VARIABLES:

A- CHECKLIST A (from questionnaire) regarding items about:

"GETTING INTO DESIRED CLASSES"

B- CHECKLIST B (from questionnaire) regarding items about:

"TEACHING AND RELATED"

C- CHECKLIST C (from questionnaire) regarding items about:

"STUDENT SERVICES"

D- CHECKLIST D (from questionnaire) regarding items about:

"FINANCIAL AID OFFICE"

E- CHECKLIST E (from questionnaire) regarding items about:

"OTHER"

PERSONAL VARIABLES:

- | | |
|---|--|
| (1) Age | (6) Graduation from high school |
| (2) Ethnic group | (7) Work after high school, prior to Merritt |
| (3) Sex | (8) Attendance at another college prior to Merritt |
| (4) Units completed at Merritt before this semester | |
| (5) Units being taken this semester | |

TITLES AND CROSS-TABULATIONS OF TABLES

TABLE NO.

- 1 Numbers of Students Answering "Yes" to Q1, "Yes" to Q3,
 and "No" to Both
 (N's for Q1, Q3, and neither)
- 2 Q3 Answers in Order of Importance
 (All complete answers (1st and 2nd choice) for Q3)
- 3 Q1 Answers in Order of Importance
 (All complete answers (1st, 2nd, and 3rd choice) for Q1)
- 4 Age Distribution for Students Answering "Yes" to Q3
 (I tabulated against (1))
- 5 Age Distribution for Students Answering "Yes" to Q1
 (II tabulated against (1))
- 6 Ethnic and Sex Distribution for Students Answering
 "Yes" to Q3
 (I tabulated against (2) and (3))
- 7 Ethnic and Sex Distribution for Students Answering
 "Yes" to Q1
 (II tabulated against (2) and (3))
- 8 Distribution by Approximate Number of Units Completed
 Before this Semester for Students Answering "Yes" to Q3
 (I tabulated against (4))
- 9 Distribution by Approximate Number of Units Completed
 Before this Semester for Students Answering "Yes" to Q1
 (II tabulated against (4))
- 10 Distribution by Number of Units Currently Being Taken for
 Students Answering "Yes" to Q3
 (I tabulated against (5))
- 11 Distribution by Number of Units Currently Being Taken for
 Students Answering "Yes" to Q1
 (II tabulated against (5))
- 12 Distribution by High School Graduation, Working between
 High School and College, and Attendance at Other Colleges
 For Students Answering "Yes" to Q3
 (I tabulated against (6), (7), and (8))
- 13 Distribution by High School Graduation, Working between
 High School and College, and Attendance at Other Colleges
 For Students Answering "Yes" to Q1
 (II tabulated against (6), (7), and (8))

continued next page

TITLES AND CROSS-TABULATIONS OF TABLES (Con't.)

TABLE NO.

- 14 Age Vs. Variables of Checklist A
(A tabulated against (1), for "Yes" to Q3, "Yes" to Q1,
and "No" to both)
- 15 Age Vs. Variables of Checklist B
(B tabulated against (1), as for Table 14)
- 16 Age Vs. Variables of Checklist C
(C tabulated against (1), as for Table 14)
- 17 Age Vs. Variables of Checklist D and Checklist E
(D & E tabulated against (1), as for Table 14)
- 18 Ethnic Background and Sex Vs. Variables of Checklist A
(A tabulated against (2) and (3), as for Table 14)
- 19 Ethnic Background and Sex Vs. Variables of Checklist B
(B tabulated against (2) and (3), as for Table 14)
- 20 Ethnic Background and Sex Vs. Variables of Checklist C
(C tabulated against (2) and (3), as for Table 14)
- 21 Ethnic Background and Sex Vs. Variables of Checklists D & E
(D & E tabulated against (2) and (3), as for Table 14)
- 22 No. of Units Completed at Merritt Before this Semester
Vs. Variables of Checklist A
(A tabulated against (4), as for Table 14)
- 23 No. of Units Completed at Merritt Before this Semester
Vs. Variables of Checklist B
(B tabulated against (4), as for Table 14)
- 24 No. of Units Completed at Merritt Before this Semester
Vs. Variables of Checklist C
(C tabulated against (4), as for Table 14)
- 25 No. of Units Completed at Merritt Before this Semester
Vs. Variables of Checklists D & E
(D & E tabulated against (4), as for Table 14)

continued next page

TITLES AND CROSS-TABULATIONS OF TABLES (Con't.)TABLE NO.

- | | |
|----|--|
| 26 | Units Being Taken Now Vs. Variables of Checklist A
(A tabulated against (5), as for Table 14) |
| 27 | Units Being Taken Now Vs. Variables of Checklist B
(B tabulated against (5), as for Table 14) |
| 28 | Units Being Taken Now Vs. Variables of Checklist C
(C tabulated against (5), as for Table 14) |
| 29 | Units Being Taken Now Vs. Variables of Checklists D & E
(D & E tabulated against (5), as for Table 14) |
| 30 | High School Graduation Vs. Variables of Checklist A
(A tabulated against (6), as for Table 14) |
| 31 | High School Graduation Vs. Variables of Checklist B
(B tabulated against (6), as for Table 14) |
| 32 | High School Graduation Vs. Variables of Checklist C
(C tabulated against (6), as for Table 14) |
| 33 | High School Graduation Vs. Variables of Checklists D & E
(D & E tabulated against (6), as for Table 14) |

TABLE NO. 1NUMBERS OF STUDENTS ANSWERING "YES"TO Q1, "YES" TO Q3, AND "NO" TO BOTH

"Yes" to Q1= 126

"Yes" to Q3= 26 (includes those that said "yes" to Q1 and Q3)

"No" to both Q1 and Q3= 146

Total N of questionnaires= 298

TABLE 2:

Q3 ANSWERS IN ORDER OF IMPORTANCEQ3: "Right now, are you considering dropping out?"

<u>No. People</u> <u>Answering</u> <u>This Way</u>	<u>%</u>	<u>Reason</u> <u>No.</u>	<u>Most Important Reason</u>
6	23.1	1.	Financial difficulties
6	23.1	2.	Need to get a job
3	11.5	3.	Personal commitments and/or problems
3	11.5	4.	Difficulties in understanding the course materials, subject matter, etc.
2	7.7	5.	Uncertainty of goals and the value of a Merritt degree
2	7.7	6.	Problems with transportation to Merritt
1	3.8	7.	Poor programs at Merritt
1	3.8	8.	Poor teachers at Merritt
1	3.8	9.	Needed courses cancelled or not offered
<u>1</u>	<u>3.8</u>	10.	General dissatisfaction with Merritt
26= Total			

2nd Most Important Reason

1	50.0	1.	Uncertainty of goals
<u>1</u>	<u>50.0</u>	2.	Poor teachers at Merritt
2= Total			

TABLE 3:Q1 ANSWERS IN ORDER OF IMPORTANCE

Q1: "Have you ever seriously thought about leaving Merritt before you attained your goal here?"

<u>No. People</u> <u>Answering</u> <u>This Way</u>	<u>%</u>	<u>Reason</u> <u>No.</u>	<u>Most Important Reason</u>
19	15.1	1.	If job is offered/need to get job
16	12.7	2.	Personal commitments and/or problems
16	12.7	3.	Intention of transfer to a four-year college
15	11.9	4.	Financial difficulties
15	11.9	5.	Boredom and lack of motivation to continue
13	10.3	6.	Poor programs at Merritt
8	6.3	7.	Uncertainty of goals and the value of a Merritt degree
7	5.6	8.	Poor teachers at Merritt
5	4.0	9.	Needed courses cancelled or not offered
3	2.4	10.	Difficulties in understanding the course materials, subject matter, etc.
3	2.4	11.	Problems with transportation and parking at Merritt
2	1.6	12.	Semester system takes too long
2	1.6	13.	Problems with the Financial Aid Office
1	.8	14.	Dissatisfaction with the counseling staff
1	.8	15.	General dissatisfaction with Merritt
<u>1</u> 126= Total			

2nd Most Important Reason

4	16.7	1.	Lack of information about Merritt programs and services
3	12.5	2.	Lack of time for study and time conflicts between work, school, and recreation

TABLE 3 (Continued)

<u>No. People</u> <u>Answering</u> <u>This Way</u>	<u>%</u>	<u>Reason</u> <u>No.</u>	<u>2nd Most Important Reason (Continued)</u>
3	12.5	3.	Boredom and lack of motivation to continue
2	8.3	4.	Uncertainty of goals
2	8.3	5.	Poor teachers at Merritt
2	8.3	6.	Personal commitments and/or problems
2	8.3	7.	Conflicts with work schedule
2	8.3	8.	Need to work and related financial pressures
1	4.2	9.	Problems with transportation to Merritt
1	4.2	10.	Need for less expensive food at Merritt
1	4.2	11.	Intention to transfer to a four-year college
1	4.2	12.	Too much competition between students in classes
<u>1</u> 24= Total	4.2		

3rd Most Important Reason

2	40.0	1.	Change of mind regarding college attendance
1	20.0	2.	Classes are too large
1	20.0	3.	Semester system takes too long
1	20.0	4.	Need for a job
<u>1</u> 5= Total	20.0		

TABLE 4- AGE DISTRIBUTION FOR STUDENTS
ANSWERING "YES" TO QUESTION 3:

21

"Right now, are you considering dropping out?"

REASON NO.	No. giving this reason	(Total number answering "Yes"= 26)								
		ABBREV. STATEMENT OF ANSWER	16-less	17	18	19-21	22-25	26-30	31-50	51-Over
1.	6	Financial problems				3	2		1	
2.	6	Need to work			1	1	3		1	
3.	3	Personal problems			1	1			1	
4.	3	Problems w. course and subject matter			2	1				
5.	2	Value of MC degree for my goals		1			1			
6.	2	Transportation problems				1			1	
7.	1	Poor MC programs				1				
8.	1	Poor MC teachers				1				
9.	1	Needed courses can- celled/not offered			1					
10.	1	General dissatis- faction w. MC				1				

MOST IMPORTANT REASONS

TABLE 5.- AGE DISTRIBUTION FOR STUDENTS
ANSWERING "YES" TO QUESTION 1:

"Have you ever seriously thought about leaving Merritt before
you attained your goal here?"
(Total number answering "Yes" = 126)

MOST IMPORTANT REASONS

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	16-less	17	18	19-21	22-25	26-30	31-50	51-over
1.	19	Need a job			3	7	3	3	3	
2.	16	Personal problems			3	5	4	1	2	1
3.	16	Transfer to a 4-year college	1	1	4	7	2		1	
4.	15	Financial problems			2	3	4	1	5	
5.	15	Boredom and lack of motivation			3	7	4		1	
6.	13	Poor MC programs			1	6	2	1	2	1
7.	8	Value of MC degree for my goals		1	2	3		2		
8.	7	Poor MC teachers				3	3	1		
9.	5	Needed courses can- celled/not offered		2	3					
10.	3	Problems w. course and subject matter			2		1			
11.	3	Transportation and parking problems			1			1	1	
12.	2	Semester (system) is too long					2			
13.	2	Problems w Financial Aid Office					1		1	
14.	1	Dissatisfaction w. counseling staff					1			
15.	1	General dissatis- faction w. M.C.			1					

TABLE 6- ETHNIC AND SEX DISTRIBUTION FOR
STUDENTS ANSWERING "YES" TO QUESTION 3:

23

"Right now, are you considering dropping out?"

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	ETHNIC BACKGROUND						SEX	
			ASIAN	BLACK	CAUC.	CHICANO	NAT. AMER.	OTHER	MALE	FEMALE
1.	6	Financial problems	1	2	2			1	3	3
2.	6	Need to work			4	1			3	3
3.	3	Personal problems		2	1				1	2
4.	3	Problems w. course and subject matter		1		1				2
5.	2	Value of MC degree for my goals			1			1	1	1
6.	2	Transportation problems		1	1					2
7.	1	Poor MC programs		1						1
8.	1	Poor MC teachers		1						1
9.	1	Needed courses can- celled/not offered			1					1
10.	1	General dissatis- faction w. MC		1						1

MOST IMPORTANT REASONS

TABLE 7 - ETHNIC AND SEX DISTRIBUTION FOR
STUDENTS ANSWERING "YES" TO QUESTION 1:

"Have you ever seriously thought about leaving Merritt before
you attained your goal here?"

(Total number answering "Yes," = 126

REASON NO.	No. giving this reason	ABBREY. STATEMENT OF ANSWER	ETHNIC BACKGROUND						SEX	
			ASIAN	BLACK	CAUC.	CHICANO	NAT. AMER.	OTHER	MALE	FEMALE
1.	19	Need a job	2		13	1		1	13	4
2.	16	Personal problems	2	4	9	1			5	11
3.	16	Transfer to a 4-year college	1	6	8			1	7	9
4.	15	Financial problems	1	6	8				8	7
5.	15	Boredom and lack of motivation	1	4	8			1	4	10
6.	13	Poor MC programs		6	4	1	1	1	6	7
7.	8	Value of MC degree for my goals		1	6			1	6	2
8.	7	Poor MC teachers	3	1	3				2	5
9.	5	Needed courses can- celled/not offered			3		1	1	3	2
10.	3	Problems w. course and subject matter		1	1				2	1
11.	3	Transportation and parking problems		2	1				3	
12.	2	Semester (system is too long			1	1			1	1
13.	2	Problems w. Financial Aid Office			2					2
14.	1	Dissatisfaction w. counseling staff			1					1
15.	1	General dissatis- faction w. M.C.			1				1	

MOST IMPORTANT REASONS

25

TABLE 8 - DISTRIBUTION BY APPROXIMATE NUMBER OF UNITS COMPLETED
BEFORE THIS SEMESTER FOR STUDENTS ANSWERING "YES" TO QUESTION 3:

"Right now, are you considering dropping out?"

REASON NO.	No. giving this reason	(Total number answering "Yes" = 26)							
		ABBREV. STATEMENT OF ANSWER	UNITS COMPLETED						
			0-5	6-12	13-20	21-30	31-40	41-60	61 over
1.	6	Financial problems	1	2	2		1		
2.	6	Need to work		1	1	1	1		2
3.	3	Personal problems			1	1		1	
4.	3	Problems w. course and subject matter		2					
5.	2	Value of MC degree for my goals		2					
6.	2	Transportation problems	1				1		
7.	1	Poor MC programs						1	
8.	1	Poor MC teachers				1			
9.	1	Needed courses cancelled/not offered	1						
10.	1	General dissatisfaction w. MC				1			

MOST IMPORTANT REASONS

TABLE 9 - DISTRIBUTION BY APPROXIMATE NUMBER OF
UNITS COMPLETED BEFORE THIS SEMESTER FOR STUDENTS ANSWERING
YES TO QUESTION 1:

"Have you ever seriously considered dropping out? If so, why?
(Total number answering "Yes" = 126)

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	UNITS COMPLETED						
			0-5	6-12	13-20	21-30	31-40	41-60	61 over
1	19	Need a job	7	1	1	2	2	3	1
2	16	Personal problems	4	5	4	3			
3	16	Transfer to a 4-year college	8	4	3		1		
4	15	Financial problems	2	3	5	2	1	1	1
5	15	Boredom and lack of motivation		2	8	5	1	2	1
6	13	Poor MC programs	1	1	4	2	4		1
7	8	Value of MC degree for my goals	1	3	1		1	2	
8	7	Poor MC teachers	1	1	1	1	2	1	
9	5	Needed courses can- celled/not offered	2		1	1	1		
10	3	Problems w. course and subject matter		1	1	1			
11	3	Transportation and parking problems			2				
12	2	Semester (system) is too long			1			1	
13.	2	Problems w Financial Aid Office			2				
14.	1	Dissatisfaction w. counseling staff							1
15.	1	General dissatis- faction w. M.C.		1					

MOST IMPORTANT REASONS

TABLE 10- DISTRIBUTION BY NUMBER OF UNITS CURRENTLY BEING
TAKEN (MARCH 21-30, 1979) FOR STUDENTS ANSWERING "YES"
TO QUESTION 3:

27

"Right now, are you considering dropping out?"

(Total number answering "Yes" = 26)

MOST IMPORTANT REASONS

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	(Total number answering "Yes" = 26)							
			1-3	4-6	7-9	10-11	12	13-14	15	16- over
1.	6	Financial problems			2	1		1		2
2.	6	Need to work					1	3		2
3.	3	Personal problems						2	1	
4.	3	Problems w. course and subject matter			1			1		
5.	2	Value of MC degree for my goals		1				1		
6.	2	Transportation problems			1				1	
7.	1	Poor MC programs						1		
8.	1	Poor MC teachers					1			
9.	1	Needed courses can- celled/not offered			1					
10.	1	General dissatis- faction w. MC								1

TABLE 11-DISTRIBUTION BY NUMBER OF UNITS CURRENTLY BEING
TAKEN (MARCH 21-30, 1979) FOR STUDENTS ANSWERING "YES"

TO QUESTION 1:

"Have you ever seriously thought about leaving Merritt before
you attained your goal here?"

(Total number answering "Yes" = 126)

MOST IMPORTANT REASONS

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	1-3	4-6	7-9	10-11	12	13-14	15	16-over
1	19	Need a job		2	4	1	3	2	1	4
2	16	Personal problems	1	2	4	5	2	1	1	
3	16	Transfer to a 4-year college			2	1	6	5	1	
4	15	Financial problems	2		4		2	2	1	4
5	15	Boredom and lack of motivation			3	4	3	2	1	1
6	13	Poor MC programs	1		1		3	5	3	
7	8	Value of MC degree for my goals		1	2	1	2	1		1
8	7	Poor MC teachers			2	1	1	1		2
9	5	Needed courses can- celled/not offered			1		3	1		
10	3	Problems w. course and subject matter				1				2
11	3	Transportation and parking problems					2	1		
12	2	Semester (system) is too long						1	1	
13.	2	Problems w Financial Aid Office						2		
14.	1	Dissatisfaction w. counseling staff						1		
15.	1	General dissatis- faction w. M.C.					1			

TABLE 12 - DISTRIBUTION BY HIGH SCHOOL GRADUATION STATUS, WORKING BETWEEN HIGH SCHOOL AND COLLEGE, AND ATTENDANCE AT OTHER COLLEGES FOR STUDENTS ANSWERING "YES" TO QUESTION 3:

"Right now, are you considering dropping out?"

(Total number answering "Yes" = 26)

MOST IMPORTANT REASONS

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	HIGH SCHOOL GRADUATE			WORK BET. H.S. & COLLEGE		ATTEND OTHER COLL.	
			YES	NO	BY EXAM	YES	NO	YES	NO
1.	6	Financial problems	5	1		6		3	3
2.	6	Need to work	6			4	2	4	2
3.	3	Personal problems	2		1	2	1		3
4.	3	Problems w. course and subject matter	2				1		1
5.	2	Value of MC degree for my goals	2			1	1	1	1
6.	2	Transportation problems	2			2			2
7.	1	Poor MC programs	1			1		1	
8.	1	Poor MC teachers	1			1		1	
9.	1	Needed courses cancelled/not offered	1				1		1
10.	1	General dissatisfaction with MC	1			1			1

TABLE 13 - DISTRIBUTION BY HIGH SCHOOL GRADUATION STATUS, WORKING BETWEEN HIGH SCHOOL AND COLLEGE, AND ATTENDANCE AT OTHER COLLEGES FOR STUDENTS ANSWERING "YES" TO QUESTION 1:

"Have you ever seriously thought about leaving Merritt before you attained your goal here?"

(Total number answering "Yes" = 126)

REASON NO.	No. giving this reason	ABBREV. STATEMENT OF ANSWER	HIGH SCHOOL GRADUATION			WORK BET. H.S. & COLL.		ATTEND OTHER COLL.	
			YES	NO	BY EXAM	YES	NO	YES	NO
1	19	Need a job	16		1	16	1	11	6
2	16	Personal problems	15		1	12	4	6	10
3	16	Transfer to a 4-year college	13	1	2	7	8	4	11
4	15	Financial problems	15			12	2	6	8
5	15	Boredom and lack of motivation	13		1	13	2	7	8
6	13	Poor MC programs	10	2	1	10	3	5	8
7	8	Value of MC degree for my goals	8			5	3	4	4
8	7	Poor MC teachers	7			7		3	4
9	5	Needed courses cancelled/not offered	5			1	4	3	2
10	3	Problems w. course and subject matter	2		1	2	1	1	2
11	3	Transportation and parking problems		1	2	3		1	2
12	2	Semester (system) is too long	2			2		2	
13	2	Problems w Financial Aid Office	1	1		2		2	
14	1	Dissatisfaction w. counseling staff	1				1	1	
15	1	General dissatisfaction w. M.C.	1			1		1	

MOST IMPORTANT REASONS

CHECKLIST A (from Questionnaire)
GETTING INTO DESIRED CLASSES

- 1) Having fewer trips to Merritt for registration, testing, Orientation, programming, and class sign-up.
- 2) Having simpler registration procedures
- 3) Having simpler program forms.
- 4) Entrance test should be less difficult.
- 5) Having no entrance test.
- 6) Students should have more clearly defined goals.
- 7) There should be a better explanation of schedule of classes
- 8) It should be easier to get number of units student needs.
- 9) There should be more basic day classes that students need.
- 10) Basic classes should be offered at more times of the day.
- 11) It should be easier to see a Dean if necessary.
- 12) It should be easier to see a counselor at registration/sign-up.
- 13) It should be easier to see a instructor during class sign-up.
- 14) It should be easier to see a peer (student) advisor.
- 15) Registration and information clerks should be more sympathetic.
- 16) Registration and information clerks should have more understanding of problems.
- 17) It should be easier to get information by phone .
- 18) There should not be pre-class sign-up Orientation sessions.
- 19) There should be better explanations of content of courses.
- 20) There should be better explanations of what courses are available for a student.
- 21) There should be more openings in the courses most students need.

% of all who considered withdrawal (now or ever)	% of total group
12	33
13	30
5	16
4	10
6	14
17	42
13	33
12	28
18	43
23	53
10	30
21	52
18	43
6	18
11	22
22	40
18	43
5	12
21	55
20	52
21	51

TABLE NO. 14
AGE VS. VARIABLES OF
CHECKLIST A:
GETTING INTO DESIRED CLASSES

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)									EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)									NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)								
	AGE GROUP									AGE GROUP									AGE GROUP								
	16 or less (1)	17 (1)	18 (5)	19-21 (10)	22-25 (6)	26-30 (0)	31-50 (7)	51 or older (0)	TOTAL (26)	16 or less (1)	17 (1)	18 (9)	19-21 (31)	22-25 (21)	26-30 (9)	31-50 (12)	51 or older (2)	TOTAL (75)	16 or less (1)	17 (4)	18 (29)	19-21 (60)	22-25 (29)	26-30 (17)	31-50 (26)	51 or older (5)	TOTAL (171)
1				1	1				2			3	3	2	1	1		10		1	4	7	4	2	3		21
2			1		1				2			3	4	3		1		11			4	6	4		3		17
3												1	2	2				5			2	5	2		2		11
4			1	1					2			1		1				2		1	2	3					6
5				1	1				2			2	1	1				4		1	2	4			1		8
6				1	1		1		3			3	6	3	1	1		14			6	9	3	3	3	1	25
7			1	1			1		3			3	4	3				10		1	6	6	4	1	2		20
8				1	1				2			3	4	3				10			4	5	2	2	3		16
9				2	1				3			4	4	4	1	2		15			6	12	3	1	3		25
10			1	2	1		1		5			4	6	5	1	2		18		1	5	13	6	2	3		30
11				2			1		3			2	3	2				7			5	7	4	1	3		20
12			1	1	1		1		4			4	6	5	1	1		17			6	14	5	1	5		31
13			1	2	1		1		5			4	4	3	1	1		13			5	11	5	1	3		25
14												1	3	2				6			3	5	2	1	1		12
15				2	1				3			2	3	2	1			8			3	4	2	1	1		11
16			1	2	1		1		5			3	10	3	1			17		1	5	9	4	2	2		18
17			1	2	1		1		5			3	4	3	1	2		13		1	6	9	4	2	3		25
18												1	1	1	1	1		5			3	2	1		1		7
19			1	3	1		1		6			4	5	4	1	1		15		1	6	13	7	3	4		34
20			1	2	1		1		5			4	6	4	1			15			7	13	5	3	4		32
21			1	3	1		1		6			4	5	4	1	1		15		1	7	12	5	2	3		30

* Numbers in parentheses are numbers in each group. Numbers in actual tables are percentages of total number of students (298).

CHECKLIST B (from questionnaire);
TEACHING AND RELATED

	% of all who considered withdrawal (now or ever)	% of total group
1) There should be clearer explanations of materials by instructors.	15	40
2) Instructors should cover material at a slower pace.	11	27
3) Instructors should cover material at a faster pace.	5	12
4) Some instructors should be more sympathetic.	14	31
5) There should be smaller classes.	11	23
6) Instructors should speak louder.	2	9
7) Instructors should use simpler words.	7	16
8) Instructors should not pick on particular students.	12	27
9) There should be less work outside of class.	7	18
10) There should be more work outside of class.	3	11
11) Library should be easier to use.	8	18
12) Library personnel should be more helpful.	10	22
13) Quarter-system would be better for me than semester system.	14	32
14) There should be more "minicourses" (short-term courses).	16	36
15) Students here should have more commitment to learning.	19	46
16) Instructors making clear his/her grading policies.	14	38
17) Instructors making clear his/her attendance policies.	15	37
18) Instructors should give out course outline at beginning of semester.	25	62

TEACHING AND RELATED

EVER

NEVER
CONSIDERED WITHDRAWING
("NO" TO QUESTIONS 1 & 3)

* See note at bottom of TABLE 14

CHECKLIST C (from questionnaire):

STUDENT SERVICES

	% of all who considered withdrawal (now or ever)	
	% of all who considered withdrawal (now or ever)	% of total group

- | | | |
|--|----|----|
| 1) Counselors should have more information. | 18 | 49 |
| 2) Peer advisors should have more information. | 8 | 23 |
| 3) Counselors having better understanding of students' problem(s). | 16 | 33 |
| 4) Peer advisors being more understanding of students' problem(s). | 7 | 19 |
| 5) Counselors should be more helpful. | 15 | 35 |
| 6) Peer advisors should be more helpful. | 7 | 19 |
| 7) Students should get more information about the Tutorial Center. | 18 | 47 |
| 8) There should be more tutors when needed. | 12 | 31 |
| 9) Tutors should be more helpful. | 7 | 16 |
| 10) More information on the Career Center should be made available to students. | 18 | 45 |
| 11) Career Center personnel should be more helpful. | 8 | 21 |
| 12) Career Center should have more information (on jobs, etc) available. | 17 | 42 |
| 13) More information should be available to entering students about the Learning Lab. | 20 | 49 |
| 14) There should be more people in the Learning Lab. | 5 | 14 |
| 15) People in the Learning Lab should be more helpful. | 6 | 15 |
| 16) There should be more information available to entering students about the Child Care Center. | 12 | 25 |
| 17) The Child Care Center should take care of more children. | 6 | 13 |
| 18) There should be more people in the Child Care Center. | 7 | 14 |
| 19) The Child Care Center people should be more helpful. | 3 | 10 |
| 20) There should be more information available about the Job Placement Office. | 19 | 45 |
| 21) More part-time jobs available when needed. | 23 | 52 |
| 22) Job Placement personnel should be more helpful. | 10 | 25 |
| 23) There should be more time for students by the College Nurse. | 5 | 11 |

TABLE NO. 16

36

AGE VS VARIABLES OF
CHECKLIST C:

STUDENT SERVICES

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)									EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)									NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)								
	AGE GROUP									AGE GROUP									AGE GROUP								
	16 or less (0)	17 (1)	18 (5)	19-21 (10)	22-25 (6)	26-30 (0)	31-50 (4)	51 or older (0)	TOTAL (26)	16 or less (1)	17 (1)	18 (18)	19-21 (31)	22-25 (21)	26-30 (9)	31-50 (12)	51 or older (2)	TOTAL (95)	16 or less (1)	17 (4)	18 (22)	19-21 (20)	22-25 (29)	26-30 (17)	31-50 (26)	51 or older (5)	TOTAL (171)
1			1	2	1		1		5			2	6	3	1	1		13		1	5	11	6	3	4	1	31
2			1	1			1		3				2	2	1			5			3	7	3	1	1		15
3			1	2	1				4			3	4	4		1		12			4	7	4	1	1		17
4			1	1					2			1	2					5			3	5	2	1	1		12
5			1	1	1		1		4			2	4	3	1	1		11			4	7	4	2	3		20
6			1	1					2				3	2				5			2	5	3	1	1		12
7			1	1	1		1		4			3	4	4	2	1		14			5	12	5	3	4		29
8				1	1				2			3	3	3	1			10			3	8	4	1	3		19
9				1	1				2				3	1	1			5			2	4	2		1		9
10			1	2	1		1		5			3	4	3	1	2		13			5	11	4	3	4		27
11			1	1	1				3			1	3	1				5			3	5	2	1	2		13
12			1	2	1				4			3	5	3	1	1		13			5	11	4	2	3		25
13			1	2	1		1		5			3	5	4	2	1		15			4	12	6	3	4		29
14					1				1			1	1	1	1			4			2	5	1		1		9
15				1					1			1	2	1		1		5			3	3	1		2		9
16			1	1	1		1		4			2	2	3		1		8			2	6	2	2	1		13
17				1					1			1	1	2		1		5			1	3	2		1		7
18				1	1				2			1	2					5			1	3	2		1		7
19												1	1	1				3			2	2	2		1		7
20			1	2	2		1		6			3	4	4	1	1		13			5	10	4	3	4		26
21			1	2	2		1		6			4	6	5	1	1		17		1	5	12	5	3	3		29
22			1	1	1				3			2	3	2				7			4	5	3	1	2		15
23				1					1			1	2	1				4			1	4	1				6

* See note at bottom of TABLE 14

CHECKLIST D (from questionnaire):

FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aids available.
- 2) Financial aid applications should be simpler.
- 3) More financial aid (of the type student is eligible for) should be made available.
- 4) Money should be made available more quickly.
- 5) Financial Aid Office personnel should be more helpful.

% of all who considered withdrawal (now or ever)	% of total group (298)
27	65
17	43
20	49
19	48
16	37

CHECKLIST E (from questionnaire);

OTHER

- 1) Need cheaper transportation to Merritt.
- 2) Need faster transportation to Merritt.
- 3) Need more good places to study at Merritt.
- 4) Need a good place to study at home.
- 5) Need more time to study.
- 6) Being able to go to college without having to work as well.
- 7) Need more motivation to study.
- 8) Need more encouragement from parents.
- 9) Need more financial aid from parents.
- 10) Other students should be friendlier.
- 11) Other students should be more helpful.
- 12) Instructors should not turn down special requests.
- 13) Deans should not turn down special requests.

11	31
15	35
17	36
8	17
12	29
22	41
18	34
5	8
5	10
10	20
7	18
13	30
11	25

38

AND
CHECKLIST E: OTHER

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)									EVER PREVIOUSLY ("YES" TO QUESTION 1)									NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	AGE GROUP								TOTAL	AGE GROUP								TOTAL	AGE GROUP								TOTAL	
	* 16 or less (1) 17	(1) 18	(5) 19-21	(10) 22-25	(6) 26-30	(4) 31-50	(0) 51 or older	16 or less (1) 17		(1) 18	(10) 19-21	(3) 22-25	(2) 26-30	(9) 31-50	(12) 51 or older	16 or less (1) 17	(4) 18		(29) 19-21	(60) 22-25	(29) 26-30	(17) 31-50	(26) 51 or older					
1			1	2	2		1		6			5	5	6	2	3		21			1	6	14	7	4	6		38
2			1	2	1		1		5			2	5	4	1			12			4	10	4	4	4		26	
3			1	2	2		1		6			4	4	4	1	1		14			5	13	5	3	3		29	
4			1	2	1		1		5			3	4	5	1	1		14			5	13	5	3	3		29	
5			1	2	1		1		5			2	4	3	1	1		11			5	7	4	2	3		21	
6																												
7																												
8																												
9																												
10			1	1	1				3			2	2	2	1	1		8			1	5	8	2	2	2		20
11			1	2	1		1		5			3	3	2	1	1		10			1	3	9	3	2	2		20
12				2	1		1		4			3	4	4	1	1		13			5	7	3	1	3		19	
13				1					1			2	3	2				7			2	4	1	1	1		9	
14				1	1		1		3			2	3	2	1	1		9			4	6	3	2	2		17	
15			1	2	2		1		6			2	5	5	2	2		16			2	7	5	2	3		19	
16			1	3	1		1		6			3	5	3	1			12			3	9	1	1	1	1	16	
17				1					1			1	2	1				4			1	1	1				3	
18				1					1			1	2	1				4			2	3					5	
19			1	1	1				3			2	3	1	1			7			3	4	2		1		10	
20			1	1	1				3			1	2	1	1			4			3	4	2	1	1		11	
21			1	2	1				4			2	4	2	1			9			4	9	2	1	1		17	
22			1	2	1				4			1	3	2	1			7			4	6	2	1	1		14	

* See note at bottom of TABLE 14

CHECKLIST A (from questionnaire):

GETTING INTO DESIRED CLASSES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Having fewer trips to Merritt for registration, testing, Orientation, programming, and class sign-up.	12	32
2) Having simpler registration procedure.	11	27
3) Having simpler program forms.	6	18
4) Entrance test should be less difficult.	2	8
5) Having no entrance test.	5	12
6) Students should have more clearly-defined goals.	18	42
7) There should be a better explanation of schedule of classes.	12	31
8) It should be easier to get number of units student needs.	15	32
9) There should be more basic day classes that students need.	18	40
10) Basic classes should be offered at more times of the day.	24	53
11) It should be easier to see a Dean if necessary.	10	28
12) It should be easier to see a counselor at registration/sign-up.	19	50
13) It should be easier to see an instructor during class sign-up.	16	40
14) It should be easier to see a peer (student) advisor.	7	19
15) Registration and information clerks should be more sympathetic.	8	20
16) Registration and information clerks should have more understanding of problems.	15	35
17) It should be easier to get information by phone.	19	44
18) There should not be pre-class-sign-up <u>Orientation</u> sessions.	4	11
19) There should be better explanations of content of courses.	22	54
20) There should be better explanations of what courses are suitable for a student.	21	53
21) There should be more openings in the courses most students need.	23	53

(These are percentages for Ethnic Groups. Percentages for Sex not calculated for lack of space.)

TABLE NO. 18

40

ETHNIC BACKGROUND AND SEX
VS VARIABLES OF CHECKLIST A:

GETTING INTO DESIRED CLASSES

QUEST. NO (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	ETHNIC BACKGROUND										ETHNIC BACKGROUND										ETHNIC BACKGROUND									
	ASIAN (1)	BLACK (9)	CAUCASIAN (13)	CHICANO (2)	NATIVE AMER. (6)	OTHER (2)	TOTAL (24)	MALE (9)	FEMALE (17)	TOTAL (26)	ASIAN (7)	BLACK (24)	CAUCASIAN (54)	CHICANO (3)	NATIVE AMER. (6)	OTHER (5)	TOTAL (93)	MALE (49)	FEMALE (43)	TOTAL (92)	ASIAN (22)	BLACK (54)	CAUCASIAN (77)	CHICANO (9)	NATIVE AMER. (2)	OTHER (6)	TOTAL (166)	MALE (97)	FEMALE (69)	TOTAL (166)
1		2	1				3	2	1	3	1	2	5			1	9	5	5	10	5	7	7	1			20	11	8	19
2		1	1				2	1	2	3	1	3	5				9	4	6	10	3	6	5	1	1		16	9	8	17
3								1		1	1	3	2				6	2	3	5	3	5	3	1			12	6	5	11
4		1					1	1	1	2		1				1	1	1	2	2	3	1				6	3	3	6	
5		2					2	1	1	2		1	2				3	2	2	4	2	3	2				7	4	3	7
6		2	1				3	2	2	4	1	5	7	1		1	15	7	6	13	3	9	9	2		1	24	15	9	24
7		2					2	1	2	3	1	2	6			1	10	4	7	11	4	8	5	1		1	19	12	8	20
8		2	1			1	4	2	1	3	2	3	4	1		1	11	6	5	11	2	8	4	2		1	17	9	6	15
9		1	1			1	3	3	1	4	2	4	7	1		1	15	7	8	15	4	9	7	1		1	22	16	7	13
10		3	2			1	6	2	3	5	2	4	10	1		1	18	10	9	19	5	10	11	1	1	1	29	18	11	29
11		2	1				3	1	2	3	1	2	3			1	7	2	5	7	1	10	5	1		1	18	12	6	18
12		2	1				3	2	2	4	1	5	9			1	16	7	10	17	4	11	2			1	31	19	13	32
13		2	1				3	2	2	4	2	3	7			1	13	5	7	12	4	9	8	2		1	24	15	8	23
14		1					1	1	1	2	1	2	2			1	6	2	3	5	2	5	3	1		1	12	7	4	11
15		2	1				3	2	1	3	1	1	2				5	3	5	8	2	6	3	1			12	6	6	12
16		3	1			1	5	2	3	5	1	2	5	1		1	10	4	6	10	3	9	6	1		1	20	10	10	20
17		3	2	1			6	3	3	6	2	2	7	1		1	13	5	7	12	4	9	9	2		1	25	15	10	25
18								1		1	1	1	2				4	2	2	4	2	3	2				7	4	3	7
19		3	1	1		1	6	2	4	6	2	4	9			1	16	8	7	15	5	12	11	2		2	32	19	13	32
20		3	1	1		1	6	2	4	6	2	3	8	1		1	15	8	7	15	5	12	12	2		1	32	18	14	32
21		3	2	1		1	7	2	4	6	2	5	7	1		1	16	9	6	15	5	13	10	1		1	30	18	11	29

* See note at bottom of TABLE 14

CHECKLIST B (from questionnaire):

TEACHING AND RELATED

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) There should be clearer explanations of materials by instructors.	14	40
2) Instructors should cover material at a slower pace.	10	25
3) Instructors should cover material at a faster pace.	4	10
4) Some instructors should be more sympathetic.	14	32
5) There should be smaller classes.	11	23
6) Instructors should speak louder.	2	10
7) Instructors should use simpler words.	5	13
8) Instructors should not pick on particular students.	11	24
9) There should be less work outside of class.	7	15
10) There should be more work outside of class.	2	11
11) Library should be easier to use.	7	17
12) Library personnel should be more helpful.	8	19
13) Quarter-system would be better for me than semester system.	15	32
14) There should be more "minicourses" (short-term courses).	16	35
15) Students here should have more commitment to learning.	19	48
16) Instructors making clear his/her grading policies.	16	41
17) Instructors making clear his/her attendance policies.	14	33
18) Instructors should give out course outline at beginning of semester.	24	60

(See note
opposite
TABLE 18)

TABLE NO. 19

42

ETHNIC BACKGROUND AND SEX

VS VARIABLES OF CHECKLIST B:

TEACHING AND RELATED

QUEST. NO (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	ETHNIC BACKGROUND								SEX		ETHNIC BACKGROUND								SEX		ETHNIC BACKGROUND								SEX	
	ASIAN (1)	BLACK (9)	CAUCASIAN (10)	CHICANO (2)	NATIVE AMER (8)	OTHER (2)	TOTAL (24)	MALE (9)	FEMALE (17)	TOTAL (26)	ASIAN (7)	BLACK (24)	CAUCASIAN (54)	CHICANO (3)	NATIVE AMER (0)	OTHER (5)	TOTAL (93)	MALE (49)	FEMALE (43)	TOTAL (92)	ASIAN (22)	BLACK (56)	CAUCASIAN (71)	CHICANO (9)	NATIVE AMER (2)	OTHER (6)	TOTAL (164)	MALE (97)	FEMALE (69)	TOTAL (166)
	(1)	(9)	(10)	(2)	(8)	(2)	(24)	(9)	(17)	(26)	(7)	(24)	(54)	(3)	(0)	(5)	(93)	(49)	(43)	(92)	(22)	(56)	(71)	(9)	(2)	(6)	(164)	(97)	(69)	(166)
1		3				1	4	2	3	5	2	3	4		1	10	5	5	10		5	11	6	2		1	26	15	10	25
2		1				1	2	1	2	3	2	2	3		1	8	4	5	9		2	7	4	1		1	15	8	7	15
3			1				1		1	1			3			3	2	1	3		1	1	3			1	6	4	1	5
4		1	2				3	2	2	4	2	3	5		1	11	5	5	10		4	8	5			1	18	11	6	17
5		1	2				3	2	2	4	1	2	4		1	8	4	3	7		3	5	4				12	7	5	12
6												1	1			2	1	2	3		3	2	2	1			8	4	6	10
7		1					1		2	2	1	2	1			4	3	2	5		3	3	1	1			8	5	3	8
8		1	2				3	1	3	4	1	4	3			8	5	4	9		4	5	4				13	9	3	12
9		1	1				2	1	2	3		2	2		1	5	3	1	4		2	4	1	1			8	6	3	9
10									1	1			2			2	1	1	2		1	4	2	1		1	9	5	3	8
11		1	1				2	1		1	1	1	3			5	2	3	5		1	5	3	1			10	6	3	9
12		1	1				2	2		2	1	3	2			6	3	3	6		2	5	2	1		1	11	7	5	12
13		1	1				2	1	2	3	1	3	7	1	1	13	7	3	10		2	5	9	1			17	11	6	17
14		2	1		1	4	1	2	3		4	6	1		1	12	6	6	12		2	8	7	1	1	19	10	8	18	
15		1	2		1	4	2	2	4		2	4	8		1	15	8	7	15		5	9	12	1	2	29	19	10	29	
16		1	1	1			3	1	3	4	1	5	6		1	13	6	8	14		5	7	10	2	1	25	15	9	24	
17		1	1				2	1	2	3	1	3	7		1	12	5	8	13		3	7	7	1	1	19	12	7	19	
18		3	2	1			6	2	4	6	1	4	11		2	18	9	9	18		6	12	13	1	2	36	22	14	26	
																													</	

* See note at bottom of TABLE 14

CHECKLIST C (from questionnaire):

STUDENT SERVICES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Counselors should have more information.	18	45
2) Peer advisors should have more information.	8	23
3) Counselors having better understanding of students' problem(s).	15	30
4) Peer advisors being more understanding of students' problem(s).	7	18
5) Counselors should be more helpful.	13	33
6) Peer advisors should be more helpful.	6	16
7) Students should get more information about the Tutorial Center.	20	46
8) There should be more tutors when needed.	13	33
9) Tutors should be more helpful.	7	17
10) More information on the Career Center should be made available to students.	16	43
11) Career Center personnel should be more helpful.	8	20
12) Career Center should have more information (on jobs, etc) available.	18	43
13) More information should be available to entering students about the Learning Lab.	18	44
14) There should be more people in the Learning Lab.	6	14
15) People in the Learning Lab should be more helpful.	4	15
16) There should be more information available to entering students about the Child Care Center.	9	20
17) The Child Care Center should take care of more children.	6	14
18) There should be more people in the Child Care Center.	5	11
19) The Child Care Center people should be more helpful.	3	8
20) There should be more information available about the Job Placement Office.	19	45
21) More part-time jobs available when needed.	22	50
22) Job Placement personnel should be more helpful.	11	24
23) There should be more time for students by the College Nurse.	6	11

TABLE NO. 20

44

ETHNIC BACKGROUND AND SEX
VS VARIABLES OF CHECKLIST C:
STUDENT SERVICES

EVER

CONSIDERING WITHDRAWING
NOW
("YES" TO QUESTION 3)

CONSIDERED WITHDRAWING
PREVIOUSLY
("YES" TO QUESTION 1)

NEVER
CONSIDERED WITHDRAWING
("NO" TO QUESTIONS 1 & 3)

QUEST. NO (OPPOSITE PG.)

ETHNIC BACKGROUND

SEX

ETHNIC BACKGROUND

SEX

ETHNIC BACKGROUND

SEX

ASIAN (1)

BLACK (9)

CAUCASIAN (10)

CHICANO (2)

NATIVE AMER (0)

OTHER (2)

TOTAL (24)

MALE (9)

FEMALE (17)

TOTAL (26)

ASIAN (7)

BLACK (24)

CAUCASIAN (54)

CHICANO (3)

NATIVE AMER (0)

OTHER (5)

TOTAL (93)

MALE (49)

FEMALE (43)

TOTAL (92)

ASIAN (22)

BLACK (56)

CAUCASIAN (71)

CHICANO (9)

NATIVE AMER (2)

OTHER (6)

TOTAL (166)

MALE (97)

FEMALE (69)

TOTAL (166)

1	3	1			1	5	2	3	5	2	3	7			1	13	7	7	14	5	10	10	1		1	27	15	12	27
2	2	1				3	1	2	3	2	1	2				5	2	3	5	2	7	4	1		1	15	8	5	14
3	2	1				3	3	2	5	2	4	5			1	12	6	5	11	4	7	4	1		1	15	9	7	16
4	2	1				3	2	1	3	2	1	1				4	2	3	5	2	6	2	1			11	8	3	11
5	2	1				3	2	2	4	1	3	5			1	10	5	5	10	3	9	6	1		1	20	12	8	20
6	2					2	1	1	2	1	1	2				4	2	2	4	2	5	2	1			10	7	3	10
7	2	2	1			5	3	3	6	1	6	7			1	15	8	7	15	5	9	9	2		1	26	15	11	26
8	1	1				2	2	1	3	2	4	4			1	11	5	5	10	4	9	4	2		1	20	13	6	19
9	1	1				2	1	1	2	1	2	2				5	3	1	4	3	5	1	1			10	6	2	8
10	2	2				4	2	3	5	1	4	7				12	7	6	13	4	10	10	2		1	27	17	11	28
11	2	1				3	2	1	3	1	2	2				5	2	3	5	3	5	3	1			12	9	4	13
12	2	1			1	4	2	2	4	1	5	6	1		1	14	8	5	13	6	9	7	1		2	25	16	9	25
13	2	2				4	3	3	6	2	5	7				14	8	6	14	5	10	8	2		1	26	16	11	27
14	1					1	1		1		2	2			1	5	2	1	3	1	4	2	1			8	6	2	8
15	1					1	1	1	2	1	1	1				3	2	1	3	2	4	1	1		1	11	6	2	8
16	2	1				3	2	2	4		2	3			1	6	3	4	7		6	4	1			11	8	4	12
17	1					1	1		1		2	3				5	1	4	5	1	4	3				8	4	3	7
18	1					1	1	1	2	1	1	2				4	1	3	4		3	3				6	4	3	7
19	1					1		1	1			2				2	1	1	2		2	2				5	4	1	5
20	2	2			1	5	3	3	6	1	4	8	1			14	9	5	14	4	11	8	2		1	20	15	11	26
21	2	2			1	5	3	3	6	2	6	7	1		1	17	9	7	16	4	12	9	1		2	28	17	12	29
22	2	1				3	2	1	3	1	3	3	1			8	4	3	7	2	7	2	1		1	13	8	5	13
23	1					1	1	1	2	1	1	2			1	5	1	2	3	1	3	1	1			5	4	3	7

* See note at bottom of TABLE 14

CHECKLIST D (from questionnaire):

FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aids available.
- 2) Financial aid applications should be simpler.
- 3) More financial aid (of the type student is eligible for) should be made available.
- 4) Money should be made available more quickly.
- 5) Financial Aid Office personnel should be more helpful.

% of all who
considered withdrawal
(now or ever)

% of total group (298)

26	63
16	42
21	49
19	47
16	36

CHECKLIST E (from questionnaire):

OTHER

- 1) Need cheaper transportation to Merritt.
- 2) Need faster transportation to Merritt.
- 3) Need more good places to study at Merritt.
- 4) Need a good place to study at home.
- 5) Need more time to study.
- 6) Being able to go to college without having to work as well.
- 7) Need more motivation to study.
- 8) Need more encouragement from parents.
- 9) Need more financial aid from parents.
- 10) Other students should be friendlier.
- 11) Other students should be more helpful.
- 12) Instructors should not turn down special requests.
- 13) Deans should not turn down special requests.

9	28
14	31
14	33
6	15
11	27
21	39
17	53
3	8
6	11
11	19
7	17
11	29
9	23

(See note opposite
TABLE 18)

TABLE NO. 21

46

ETHNIC BACKGROUND AND SEX
VS VARIABLES OF CHECKLIST D: FINANCIAL AID OFFICE
AND
CHECKLIST E: OTHER

QUEST. NO (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	ETHNIC BACKGROUND										ETHNIC BACKGROUND										ETHNIC BACKGROUND									
	ASIAN (1)	BLACK (9)	CAUCASIAN (10)	CHICANO (12)	NATIVE AMER (11)	OTHER (13)	TOTAL (14)	MALE (15)	FEMALE (16)	TOTAL (17)	ASIAN (7)	BLACK (24)	CAUCASIAN (54)	CHICANO (3)	NATIVE AMER (0)	OTHER (5)	TOTAL (93)	MALE (49)	FEMALE (43)	TOTAL (92)	ASIAN (22)	BLACK (54)	CAUCASIAN (71)	CHICANO (9)	NATIVE AMER (2)	OTHER (6)	TOTAL (164)	MALE (97)	FEMALE (69)	TOTAL (166)
1	3	2					5	2	4	6	2	6	11	1		1	21	11	10	21	7	13	12	3		2	37	20	16	36
2	2	2					4	3	3	6	2	4	4	1		1	12	6	6	12	4	11	9	2			26	15	11	26
3	3	2					5	2	4	6	2	6	7	1			16	9	6	15	5	11	9	2		1	28	18	10	28
4	3	1			1		5	2	4	6	2	6	5	1			14	8	7	15	3	15	8	1		1	28	16	11	27
5	3	1	1				5	2	3	5	2	4	5				11	5	5	10	4	9	5	1		1	20	11	9	20
6																														
7																														
8																														
9																														
10	1	1					2	1	1	2	1	2	3			1	7	4	5	9	3	6	8	1		1	19	11	8	19
11	2	2					4	3	2	5	1	3	5			1	10	5	5	9	3	6	7	1			17	10	8	18
12	2	2					4	1	3	4	1	2	7				10	4	7	11	4	7	6	1		1	19	11	8	19
13	1						1		1	1		2	3				5	4	3	7	2	3	3	1			9	7	2	9
14	1	1					2	1	2	3	1	2	5			1	9	5	4	9	2	6	6	1		1	16	8	7	15
15	2	2	1				5	2	6	8	1	3	8	1		1	16	11	5	16	2	6	7	2		1	18	12	7	19
16	2	2	1				5	2	3	5	1	3	7			1	12	7	5	12	4	6	5	1			16	11	5	16
17		1					1		1	1		1	1				2	1	1	2	2	2	1				5	4	1	5
18	1	1					2	1		1		2	2				4	3	1	4	2	3					5	4	1	5
19	2	1			1		4	1	2	3	1	2	3			1	7	3	4	7	1	3	3	1			8	7	3	10
20	2	1			1		4	2	1	3	1	1	1				3	2	2	4	2	4	2	1		1	10	7	3	10
21	2	1					3	2	2	4	1	3	4				8	4	4	8	4	8	5	1			18	11	6	17
22	2	1					3	2	2	4	1	2	3				6	3	3	6	2	6	4	1		1	14	8	4	12

* See note at bottom of TABLE 14.

CHECKLIST A (from questionnaire):

GETTING INTO DESIRED CLASSES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Having fewer trips to Merritt for registration, testing, Orientation, programming, and class sign-up.	12	31
2) Having simpler registration procedure.	10	27
3) Having simpler program forms.	5	15
4) Entrance test should be less difficult.	2	8
5) Having no entrance test.	5	12
6) Students should have more clearly-defined goals.	15	39
7) There should be a better explanation of schedule of classes.	11	30
8) It should be easier to get number of units student needs.	12	28
9) There should be more basic day classes that students need.	16	38
10) Basic classes should be offered at more times of the day.	25	53
11) It should be easier to see a Dean if necessary.	8	26
12) It should be easier to see a counselor at registration/sign-up.	19	49
13) It should be easier to see an instructor during class sign-up.	16	37
14) It should be easier to see a peer (student) advisor.	6	17
15) Registration and information clerks should be more sympathetic.	9	19
16) Registration and information clerks should have more understanding of problems.	15	32
17) It should be easier to get information by phone.	18	42
18) There should not be pre-class-sign-up <u>Orientation</u> sessions.	4	11
19) There should be better explanations of content of courses.	21	53
20) There should be better explanations of what courses are suitable for a student.	19	50
21) There should be more openings in the courses most students need.	22	49

TABLE NO. 22

48

NO. OF UNITS COMPLETED AT
MERRITT BEFORE THIS SEMESTER
VS VARIABLES OF CHECKLIST A:

GETTING INTO DESIRED CLASSES

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)								EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)								NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)							
	APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER							
	0-5 (4)	6-12 (7)	13-20 (4)	21-30 (5)	31-40 (2)	41-60 (2)	over 60 (2)	TOTAL (26)	0-5 (19)	6-12 (16)	13-20 (25)	21-30 (11)	31-40 (9)	41-60 (6)	over 60 (3)	TOTAL (89)	0-5 (44)	6-12 (29)	13-20 (26)	21-30 (14)	31-40 (12)	41-60 (23)	over 60 (9)	TOTAL (157)
	*																							
1	1	2						3	2	2	3	1	1			9	5	3	4	2	1	2	2	19
2	1	1						2	1	2	2	1	2			8	5	4	3	1	1	2	1	17
3									1	1	1	1	1			5	4	2	1	1	1	1		10
4	1							1			1					1	2	1	1	1	1			6
5	2							2	1		1	1				3	2	2	2		1			7
6	2	1	1					4	2	2	3	2	1	1		11	5	5	4	2	2	4	2	24
7	1	1						2	2	1	2	1	2	1		9	7	4	3	1	2	2		19
8					1			2	2	2	3	1	1	1		10	5	3	3	2	1	2		16
9	1	1			1			3	1	3	3	2	2	2		13	6	5	3	1	2	4	1	22
10	1	2	1	1	1	1		7	5	3	5	1	2	2		18	8	5	4	2	3	5	1	28
11	1		1					2	2	1	2	1				6	4	4	4	2	2	1	1	18
12	2		1					3	3	3	5	2	2	1		16	6	7	6	3	3	4	1	30
13	1	2	1	1				5	3	3	2	1	2			11	4	4	5	2	2	3	1	21
14	1							1	1	1	1	1	1			5	3	2	1	1	1	2	1	11
15	1	1				1		3	3	1	1		1			6	2	2	2	1	2	1		10
16	1	2	1	1	1			6	3	1	3		1	1		9	4	5	3	1	2	2		17
17	1	2	1	1				5	3	2	4	2	1	1		13	6	6	4	1	3	3	1	24
18	1							1	1	1	1					3	2	1	1	1	2			7
19	1	2	1	1		1		6	4	2	4	2	2	1		15	8	6	7	3	3	5		32
20	1	2	1	1				5	3	2	5	2	1	1		14	7	6	6	3	2	6	1	31
21	1	2	1	1	1	1		7	2	2	6	2	2	1		15	8	6	4	1	2	5	1	27

* See note at bottom of TABLE 14

CHECKLIST B (from questionnaire):

TEACHING AND RELATED

	% of all who considered withdrawal (now or ever)	% of total group
1) There should be clearer explanations of materials by instructors.	14	38
2) Instructors should cover material at a slower pace.	8	24
3) Instructors should cover material at a faster pace.	1	7
4) Some instructors should be more sympathetic.	14	30
5) There should be smaller classes.	10	22
6) Instructors should speak louder.	2	9
7) Instructors should use simpler words.	5	13
8) Instructors should not pick on particular students.	13	26
9) There should be less work outside of class.	7	15
10) There should be more work outside of class.	1	9
11) Library should be easier to use.	6	16
12) Library personnel should be more helpful.	8	17
13) Quarter-system would be better for me than semester system.	13	29
14) There should be more "minicourses" (short-term courses).	16	34
15) Students here should have more commitment to learning.	20	46
16) Instructors making clear his/her grading policies.	15	39
17) Instructors making clear his/her attendance policies.	15	37
18) Instructors should give out course outline at beginning of semester.	23	58

TABLE NO. 23

50

NO. OF UNITS COMPLETED AT
MERRITT BEFORE THIS SEMESTER
VS VARIABLES OF CHECKLIST B:

TEACHING AND RELATED

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3) APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1) APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3) APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER							
	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL
	(4)	(7)	(4)	(5)	(2)	(2)	(2)	(26)	(19)	(16)	(25)	(11)	(9)	(6)	(3)	(89)	(44)	(29)	(26)	(14)	(12)	(29)	(9)	(157)
1	1	2	1					4	2	2	3	1	1	1		10	6	4	4	3	2	4	1	24
2		1						1	1	1	2	1	1	1		7	4	4	2	1	2	3		16
3											1					1	2	1	1	1	1		6	
4		1	1	1		1		4	2	1	3	1	2	1		10	3	3	4	1	1	3	1	16
5		1		1	1		1	4	2	1	2		1			6	3	3	2	1		2	1	12
6									1				1			2	2	1	2		1	1		7
7		1	1					2	1		1		1			3	3	1	1	1	1			8
8		1	1	1	1	1		4	2	2	3	1		1		9	4	3	2	1		3		13
9	1	1	1					3	2	1	1					4	2	1	2	1		2		8
10												1				1	2	2	1	1	1			8
11		1						1	2	1	1		1			5	3	1	3	1	1			10
12		1						1	1	2	2	1	1			7	3	2	1	1	1	2		10
13		1		1				2	1	2	4	2	1	1		11	3	4	3	1	2	2	1	16
14	1	1		1			1	4	3	2	4	1	1	1		12	5	3	2	2	2	3	1	18
15		2		1	1	1		5	2	3	5	2	2	1		15	6	6	3	3	2	5	1	26
16		1	1	1				3	3	2	4	1	2			12	6	4	4	2	2	4	2	24
17		1		1		1		3	3	2	4	1	2			12	6	5	3	2	2	3	1	22
18	1	2	1	1	1			6	4	3	6	2	2			17	10	6	5	3	3	6	2	35

* See note at bottom of TABLE 14

CHECKLIST C (from questionnaire):

STUDENT SERVICES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Counselors should have more information.	20	45
2) Peer advisors should have more information.	7	20
3) Counselors having better understanding of students' problem(s).	15	30
4) Peer advisors being more understanding of students' problem(s).	7	18
5) Counselors should be more helpful.	13	33
6) Peer advisors should be more helpful.	6	16
7) Students should get more information about the Tutorial Center.	20	44
8) There should be more tutors when needed.	11	30
9) Tutors should be more helpful.	6	14
10) More information on the Career Center should be made available to students.	16	42
11) Career Center personnel should be more helpful.	7	19
12) Career Center should have more information (on jobs, etc) available.	17	40
13) More information should be available to entering students about the Learning Lab.	19	45
14) There should be more people in the Learning Lab.	4	11
15) People in the Learning Lab should be more helpful.	5	13
16) There should be more information available to entering students about the Child Care Center.	7	19
17) The Child Care Center should take care of more children.	6	15
18) There should be more people in the Child Care Center.	5	13
19) The Child Care Center people should be more helpful.	3	8
20) There should be more information available about the Job Placement Office.	20	44
21) More part-time jobs available when needed.	20	48
22) Job Placement personnel should be more helpful.	9	21
23) There should be more time for students by the College Nurse.	5	10

TABLE NO. 24

52

NO. OF UNITS COMPLETED AT
MERRITT BEFORE THIS SEMESTER
VS VARIABLES OF CHECKLIST C:

STUDENT SERVICES

EVER

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)								CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)								NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)							
	APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER								APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER							
	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60	TOTAL
1	1	2	1	1	1			7	2	2	4	2	1	1	1	13	5	6	4	3	2	4	1	25
2	1	1						2	2	1	1	1	1	1		5	3	2	2	2	2	2		13
3	1	2		1				4	2	2	4	1	1	1		11	3	3	3	2	1	2	1	15
4	1	1						2	1	1	1	1	1	1		5	3	2	2	1	2	1		11
5	1	1						2	2	2	3	1	2	1		11	4	4	3	2	2	4	1	20
6	1	1						2	1	1	1		1	1		4	3	1	1	1	2	2		10
7	1	2	1	1			1	6	3	3	4	1	2	1		14	5	6	4	2	2	4	1	24
8	2							2	1	2	3	1	1	1		9	5	3	3	2	2	4		19
9	1							1	1	1	1	1	1	1		5	2	2	1	1	1	1		8
10	1	2		1			1	5	3	2	4		1	1		11	7	3	4	3	3	5	1	26
11	1	1						2	1	1	2		1	1		5	3	3	2	1	2	1		12
12	1	1			1	1		4	3	2	4	1	1	1	1	13	6	5	3	2	2	4	1	23
13	1	2	1	1			1	6	3	3	3	2	1	1		13	7	4	4	4	2	4	1	26
14	1							1	1		2					3	2	1	1	1	2			7
15	1	1						1	1		2		1			4	1	2	2	1	1	1		8
16	1	1						2	2	1	2					5	4	2	2	1	1	2		12
17	1							1	2		2	1				5	2	1	2	1	1	1	1	9
18	1							1	1	1	1	1				4	2	1	1	1	1	1	1	8
19	1							1	1		1					2	1	1	1	2				5
20	1	2	1		1	1		6	4	2	4	1	1	1	1	14	7	4	3	3	2	4	1	24
21	1	2	1		1	1		6	3	3	4	2	1	1		14	8	5	4	2	2	5	2	28
22	1					1		2	2	1	2			2		7	4	3	2		1	2		12
23	1							1	1	1	1		1			4	2	1	1			1		5

* See note at bottom of TABLE 14

CHECKLIST D (from questionnaire):

FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aids available.
- 2) Financial aid applications should be simpler.
- 3) More financial aid (of the type student is eligible for) should be made available.
- 4) Money should be made available more quickly.
- 5) Financial Aid Office personnel should be more helpful.

CHECKLIST B (from questionnaire):

OTHER

- 1) Need cheaper transportation to Merritt.
- 2) Need faster transportation to Merritt.
- 3) Need more good places to study at Merritt.
- 4) Need a good place to study at home.
- 5) Need more time to study.
- 6) Being able to go to college without having to work as well.
- 7) Need more motivation to study.
- 8) Need more encouragement from parents.
- 9) Need more financial aid from parents.
- 10) Other students should be friendlier.
- 11) Other students should be more helpful.
- 12) Instructors should not turn down special requests.
- 13) Deans should not turn down special requests.

% of all who considered withdrawal (now or ever)	% of total group (298)
27	60
16	42
19	45
18	45
15	45
9	27
12	30
14	33
7	17
12	27
23	40
17	33
3	7
6	10
9	18
7	18
10	26
9	19

TABLE NO. 25

54

NO. OF UNITS COMPLETED AT
MERRITT BEFORE THIS SEMESTER
VS VARIABLES OF CHECKLIST D: FINANCIAL AID OFFICE
AND
CHECKLIST E: OTHER

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER										APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER										APPROX. NO. OF UNITS COMPLETED AT MERRITT BEFORE THIS SEMESTER									
	(4)	(7)	(4)	(5)	(2)	(2)	(2)			(26)	(19)	(6)	(25)	(11)	(9)	(6)	(3)			(89)	(44)	(29)	(26)	(14)	(12)	(23)	(9)		(157)	
	0-5	6-12	13-20	21-30	31-40	41-60	over 60			TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60			TOTAL	0-5	6-12	13-20	21-30	31-40	41-60	over 60		TOTAL	
1	1	2	1	1	1				6	4	4	6	2	2	2	1			21	7	6	6	3	3	6	2		33		
2	1	2	1	1			1		6	2	2	3	1	1	1			10	6	4	5	2	3	5	1		26			
3	1	2	1	1					5	3	2	5	1	1	1	1		14	6	5	5	2	3	4	1		26			
4	1	2	1	1	1				6	3	2	4	1	1	1			12	6	5	5	2	3	5	1		27			
5	1	2	1	1					5	2	2	3	1	1	1			10	3	5	4	2	3	2	1		20			
1	1	1							2	2	1	3		1				7	5	3	3	1	2	3	1		18			
2	1	2							3	2	2	4		1				9	4	3	3	2	3	3			18			
3	1	1	1	1		1			5	2	2	3	1	1				9	5	2	4	2	2	3	1		19			
4				1					1	2	1	2	1					6	3	1	1	1	1	2	1		10			
5	1	1	1						3	2	2	3		1	1			9	4	2	3	1	2	3			15			
6	1	2	1	1	1		1		7	3	3	4	2	2	1	1		16	4	3	2	2	2	3	1		17			
7	1	1	1	1					4	3	2	3	2	2	1			13	4	3	2	2	1	3	1		16			
8				1					1		1							2	1	1		1					4			
9	1	1							2	2		2						4	1	2				1			4			
10		1			1				2	1	1	3	1	1				7	3	1	1	1	1	2			9			
11	1	2			1				4		1	1		1				3	3	2	1	1	1	2	1		11			
12		2		1					3	1	2	2		1	1			7	4	3	2	2	2	3			16			
13	1	1		1					3		2	2		1	1			6	3	2	2	1	1	1			10			

* See note at bottom of TABLE 14

CHECKLIST A (from questionnaire):

GETTING INTO DESIRED CLASSES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Having fewer trips to Merritt for registration, testing, Orientation, programming, and class sign-up.	12	(31)
2) Having simpler registration procedure.	11	28
3) Having simpler program forms.	5	16
4) Entrance test should be less difficult.	5	10
5) Having no entrance test.	7	12
6) Students should have more clearly-defined goals.	17	(39)
7) There should be a better explanation of schedule of classes.	13	(32)
8) It should be easier to get number of units student needs.	14	29
9) There should be more basic day classes that students need.	16	(40)
10) Basic classes should be offered at more times of the day.	(25)	(55)
11) It should be easier to see a Dean if necessary.	8	27
12) It should be easier to see a counselor at registration/sign-up.	18	(49)
13) It should be easier to see an instructor during class sign-up.	16	(37)
14) It should be easier to see a peer (student) advisor.	7	18
15) Registration and information clerks should be more sympathetic.	10	22
16) Registration and information clerks should have more understanding of problems.	15	(34)
17) It should be easier to get information by phone.	18	42
18) There should not be pre-class-sign-up <u>Orientation</u> sessions.	3	9
19) There should be better explanations of content of courses.	(20)	(52)
20) There should be better explanations of what courses are suitable for a student.	19	(50)
21) There should be more openings in the courses most students need.	(20)	(47)

UNITS BEING TAKEN NOW
VS VARIABLES OF CHECKLIST A:
GETTING INTO DESIRED CLASSES

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	UNITS BEING TAKEN NOW (MARCH 21-30, 1979)										UNITS BEING TAKEN NOW (MARCH 21-30, 1979)										UNITS BEING TAKEN NOW (MARCH 21-30, 1979)									
	(0)	(1)	(5)	(1)	(2)	(10)	(2)	(5)		(26)	(4)	(4)	(14)	(10)	(24)	(18)	(9)	(8)		(73)	(16)	(12)	(16)	(14)	(29)	(24)	(17)	(31)		(63)
	1-3	4-6	7-9	10-11	12	13-14	15	16 or more		TOTAL	1-3	4-6	7-9	10-11	12	13-14	15	16 or more		TOTAL	1-3	4-6	7-9	10-11	12	13-14	15	16 or more		TOTAL
1									2			2	1	2	2	2	1		10	1	1	3	2	4	2	1	5		19	
2									2			1	1	2	3	1	1		9	2	1	3	1	3	2	1	4		17	
3									1			1	1	1	1				4	1		1	1	2	2	1	3		11	
4									2				1	1	1				3				2	1		1			5	
5									3				1	1	1		1		4	1		1	2	1	1	1			7	
6									4		1	3	2	3	2	2			13	2	1	2	2	5	3	3	4		22	
7									3		1	2	1	3	1	1	1		10	1	1	2	1	5	3	2	4		19	
8									3			2	2	2	2	2	1		11	1		3	1	4	3	1	2		15	
9									3		1	2	1	3	4	1	1		13	1	1	4	1	5	4	2	6		24	
10									6	1	1	3	2	5	4	2	1		19	2	2	3	2	5	5	4	7		30	
11									3			1	1	2	1				5	1		2	1	5	4	2	4		19	
12									4		1		2	4	4	2	1		14	2	1	3	2	6	7	4	6		31	
13									5		1	2	1	3	2	1	1		11	1	1	3	1	2	5	3	5		21	
14									1		1			2	2				6	1	1	2		2	2	1	2		11	
15									3			1	1	2	1	1	1		7	1		1		3	3	1	3		12	
16									5			1	1	3	2	2	1		10	1	1	2	1	5	3	2	4		19	
17									6		1	2	1	2	3	2	1		12	1	1	3	2	5	4	3	5		24	
18													1	1			1		3			1	1		1	3			6	
19									6		1	2	2	5	2	1	1		14	2	1	3	3	7	5	4	7		32	
20									5		1	2	2	3	3	2	1		14	2	1	3	3	6	5	4	7		31	
21									5		1	2	1	4	4	2	1		15	2	1	3	2	7	4	3	5		27	

* See note at bottom of TABLE 14

CHECKLIST B (from questionnaire):

TEACHING AND RELATED

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) There should be clearer explanations of materials by instructors.	6	39
2) Instructors should cover material at a slower pace.	1	26
3) Instructors should cover material at a faster pace.	2	8
4) Some instructors should be more sympathetic.	14	33
5) There should be smaller classes.	11	22
6) Instructors should speak louder.	3	10
7) Instructors should use simpler words.	6	15
8) Instructors should not pick on particular students.	11	24
9) There should be less work outside of class.	6	14
10) There should be more work outside of class.	3	12
11) Library should be easier to use.	6	15
12) Library personnel should be more helpful.	9	21
13) Quarter-system would be better for me than semester system.	15	32
14) There should be more "minicourses" (short-term courses).	13	32
15) Students here should have more commitment to learning.	18	45
16) Instructors making clear his/her grading policies.	15	38
17) Instructors making clear his/her attendance policies.	16	38
18) Instructors should give out course outline at beginning of semester.	24	60

TABLE NO. 27

58

UNITS BEING TAKEN NOW
VS VARIABLES OF CHECKLIST B:
TEACHING AND RELATED

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)										EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)										NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)									
	UNITS BEING TAKEN NOW (MARCH 21-30, 1979)										UNITS BEING TAKEN NOW (MARCH 21-30, 1979)										UNITS BEING TAKEN NOW (MARCH 21-30, 1979)									
	(0)	(1)	(5)	(1)	(2)	(10)	(2)	(5)	(26)		(4)	(4)	(14)	(10)	(24)	(18)	(9)	(8)	(73)		(6)	(12)	(6)	(4)	(29)	(28)	(17)	(8)	(163)	
	1-3	4-6	7-9	10-11	12	13-14	15	16 or more	TOTAL		1-3	4-6	7-9	10-11	12	13-14	15	16 or more	TOTAL		1-3	4-6	7-9	10-11	12	13-14	15	16 or more	TOTAL	
1			1		2	1	1	5			1	1	1	3	2	2	1		11		2		2	2	5	6	3	3	23	
2					2		1	3				1	1	2	2	1	1		8		2	1			4	3	2	2	15	
3													1	1					2				1	1	1	1	1		6	
4			1		2		1	4		1		1	1	3	2	2			10		1	1	1	1	5	4	2	4	19	
5			1		1	1		4					1	1	2	1	1		7		1		1	1	2	2	1	3	11	
6													1	1	1				3				1		1	1	3		7	
7							1	1					1	2	1	1			5		1			2	2	1	2		9	
8					2			2				1	1	4	2		1		9		1		1	3	4	1	2		13	
9					1		1	2				1		1	1	1			4		1			2	2	1	1		8	
10					1			1						1	1				2		1		1	2	1	1	2		9	
11					1			1				1	1	3					5		1		1	2	2	1	2		9	
12		1			1			2				1	1	2	1	1	1		7		1	1	1	2	1	1	4		12	
13		1		1	1			3			1	1	1	4	3	2			12		1	2	2	2	3	3	1	3	17	
14		1			2			3				2	1	3	2	2			10		2	1	2	2	5	2	1	4	19	
15		1			2		1	4		1	1	1	2	3	3	2	1		14		1	1	3	3	5	6	3	5	27	
16		1			1		1	3			1	1	1	3	3	2	1		12		2	1	2	1	3	5	3	6	23	
17					2		1	3		1	1	1	1	4	2	2	1		13		2	1	2	1	2	5	2	5	20	
18		1		1	2		1	5		1	1	2	2	6	3	2	2		19		3	2	3	3	6	6	5	8	36	

* See note at bottom of TABLE 14

CHECKLIST C (from questionnaire):

STUDENT SERVICES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Counselors should have more information.	19	45
2) Peer advisors should have more information.	8	33
3) Counselors having better understanding of students' problem(s).	16	33
4) Peer advisors being more understanding of students' problem(s).	7	18
5) Counselors should be more helpful.	14	34
6) Peer advisors should be more helpful.	6	17
7) Students should get more information about the Tutorial Center.	19	45
8) There should be more tutors when needed.	13	32
9) Tutors should be more helpful.	7	15
10) More information on the Career Center should be made available to students.	15	43
11) Career Center personnel should be more helpful.	7	20
12) Career Center should have more information (on jobs, etc) available.	16	39
13) More information should be available to entering students about the Learning Lab.	21	46
14) There should be more people in the Learning Lab.	3	12
15) People in the Learning Lab should be more helpful.	5	13
16) There should be more information available to entering students about the Child Care Center.	10	23
17) The Child Care Center should take care of more children.	8	16
18) There should be more people in the Child Care Center.	4	12
19) The Child Care Center people should be more helpful.	4	11
20) There should be more information available about the Job Placement Office.	19	45
21) More part-time jobs available when needed.	21	49
22) Job Placement personnel should be more helpful.	10	23
23) There should be more time for students by the College Nurse.	5	11

TABLE NO. 28

60

UNITS BEING TAKEN NOW
VS VARIABLES OF CHECKLIST C:

STUDENT SERVICES

EVER

CONSIDERING WITHDRAWING
NOW
("YES" TO QUESTION 3)

CONSIDERED WITHDRAWING
PREVIOUSLY
("YES" TO QUESTION 1)

NEVER
CONSIDERED WITHDRAWING
("NO" TO QUESTIONS 1 & 3)

QUEST. NO. (OPPOSITE PAGE)	UNITS BEING TAKEN NOW (MARCH 21-30, 1979)								UNITS BEING TAKEN NOW (MARCH 21-30, 1979)								UNITS BEING TAKEN NOW (MARCH 21-30, 1979)									
	(0)	(1)	(3)	(1)	(2)	(0)	(2)	(5)	(4)	(4)	(14)	(10)	(24)	(18)	(9)	(6)	(73)	(16)	(12)	(16)	(17)	(29)	(28)	(17)	(31)	(63)
	1-3	4-6	7-9	10-11	12	13-14	15	16 or more	1-3	4-6	7-9	10-11	12	13-14	15	16 or more	TOTAL	1-3	4-6	7-9	10-11	12	13-14	15	16 or more	TOTAL
1			1		1	2	1	1		1	1	2	3	3	2	1	13	1	1	2	3	5	5	4	5	26
2			1			1		1		1		1	1	1			5	1	1	1	1	3	2	3	4	16
3			1			2		1		1	1	2	4	2	1		11	1		1	1	5	3	2	3	16
4			1			1				1		1	1	1	1		5	1		1		3	2	1	3	11
5			1			1		1		1	2	2	2	2	1	1	11	1	1	2	1	5	3	3	4	20
6			1			1					1	1	1	1			4	1		1	1	2	2	1	3	11
7			1			2		1		1	2	1	5	3	1	1	14	2	1	2	2	6	4	4	5	26
8			1			2				1	1	1	3	2	1	1	10	1	1	2	1	4	3	3	4	19
9			1			1						1	2	1	1		5	1		1	2	1	1	2		8
10			1			2		1			2	2	4	2	1		11	3	1	3	2	5	5	3	6	28
11			1			1					1		2	1	1		5	1		2	1	3	3	1	2	13
12			1			2				1	2	2	4	2	2		13	1	1	2	1	5	4	3	6	23
13			1		1	3	1	1		1	2	2	5	2	1	1	14	2	1	2	2	6	4	2	6	25
14												1	1	1			3	1		1	3	1	1	2		9
15			1			1						1	1	1			3	1		1	3		1	2		8
16			1			2	1				1	1	2	1	1		6	1		1	4	3	1	3		13
17			1			1						1	2	1	1	1	6		1	1		2	1	1	2	8
18												1	1	1	1		4	1	1		2	1	1	2		8
19					1							1	1	1			3	1			3	1	1	1		7
20			1			3	1			1	1	2	5	2	2	1	14	2	1	3	3	6	4	2	5	26
21			1			3	1			1	3	2	4	3	2	1	16	2	1	3	2	6	5	3	6	28
22			1			2						1	3	2	1		7	1		1	4	2	1	3		13
23			1			1						1	1		1		3	1			1	1	1	2		6

* See note at bottom of TABLE 14

CHECKLIST D (from questionnaire):

FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aids available.
- 2) Financial aid applications should be simpler.
- 3) More financial aid (of the type student is eligible for) should be made available.
- 4) Money should be made available more quickly.
- 5) Financial Aid Office personnel should be more helpful.

% of all who considered withdrawal (now or ever)	% of total group
26	61
14	41
19	45
18	45
15	35

CHECKLIST E (from questionnaire):

OTHER

- 1) Need cheaper transportation to Merritt.
- 2) Need faster transportation to Merritt.
- 3) Need more good places to study at Merritt.
- 4) Need a good place to study at home.
- 5) Need more time to study.
- 6) Being able to go to college without having to work as well.
- 7) Need more motivation to study.
- 8) Need more encouragement from parents.
- 9) Need more financial aid from parents.
- 10) Other students should be friendlier.
- 11) Other students should be more helpful.
- 12) Instructors should not turn down special requests.
- 13) Deans should not turn down special requests.

8	26
15	33
15	35
9	18
12	26
23	39
15	32
3	8
5	9
11	20
5	15
12	29
8	20

QUEST. NO. (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)								EVER PREVIOUSLY ("YES" TO QUESTION 1)								NEVER CONSIDERING WITHDRAWING ("NO" TO QUESTIONS 1 & 3)																																																																																																																																																																																																																																																																																																																																																																																																																																								
	UNITS BEING TAKEN NOW (MARCH 21-30, 1979)								UNITS BEING TAKEN NOW (MARCH 21-30, 1979)								UNITS BEING TAKEN NOW (MARCH 21-30, 1979)																																																																																																																																																																																																																																																																																																																																																																																																																																								
	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	(52)	(53)	(54)	(55)	(56)	(57)	(58)	(59)	(60)	(61)	(62)	(63)	(64)	(65)	(66)	(67)	(68)	(69)	(70)	(71)	(72)	(73)	(74)	(75)	(76)	(77)	(78)	(79)	(80)	(81)	(82)	(83)	(84)	(85)	(86)	(87)	(88)	(89)	(90)	(91)	(92)	(93)	(94)	(95)	(96)	(97)	(98)	(99)	(100)	(101)	(102)	(103)	(104)	(105)	(106)	(107)	(108)	(109)	(110)	(111)	(112)	(113)	(114)	(115)	(116)	(117)	(118)	(119)	(120)	(121)	(122)	(123)	(124)	(125)	(126)	(127)	(128)	(129)	(130)	(131)	(132)	(133)	(134)	(135)	(136)	(137)	(138)	(139)	(140)	(141)	(142)	(143)	(144)	(145)	(146)	(147)	(148)	(149)	(150)	(151)	(152)	(153)	(154)	(155)	(156)	(157)	(158)	(159)	(160)	(161)	(162)	(163)	(164)	(165)	(166)	(167)	(168)	(169)	(170)	(171)	(172)	(173)	(174)	(175)	(176)	(177)	(178)	(179)	(180)	(181)	(182)	(183)	(184)	(185)	(186)	(187)	(188)	(189)	(190)	(191)	(192)	(193)	(194)	(195)	(196)	(197)	(198)	(199)	(200)	(201)	(202)	(203)	(204)	(205)	(206)	(207)	(208)	(209)	(210)	(211)	(212)	(213)	(214)	(215)	(216)	(217)	(218)	(219)	(220)	(221)	(222)	(223)	(224)	(225)	(226)	(227)	(228)	(229)	(230)	(231)	(232)	(233)	(234)	(235)	(236)	(237)	(238)	(239)	(240)	(241)	(242)	(243)	(244)	(245)	(246)	(247)	(248)	(249)	(250)	(251)	(252)	(253)	(254)	(255)	(256)	(257)	(258)	(259)	(260)	(261)	(262)	(263)	(264)	(265)	(266)	(267)	(268)	(269)	(270)	(271)	(272)	(273)	(274)	(275)	(276)	(277)	(278)	(279)	(280)	(281)	(282)	(283)	(284)	(285)	(286)	(287)	(288)	(289)	(290)	(291)	(292)	(293)	(294)	(295)	(296)	(297)	(298)	(299)	(300)	(301)	(302)	(303)	(304)	(305)	(306)	(307)	(308)	(309)	(310)	(311)	(312)	(313)	(314)	(315)	(316)	(317)	(318)	(319)	(320)	(321)	(322)	(323)	(324)	(325)	(326)	(327)	(328)	(329)	(330)	(331)	(332)	(333)	(334)	(335)	(336)	(337)	(338)	(339)	(340)	(341)	(342)	(343)	(344)	(345)	(346)	(347)	(348)	(349)	(350)	(351)	(352)	(353)	(354)	(355)	(356)	(357)	(358)	(359)	(360)	(361)	(362)	(363)	(364)	(365)	(366)	(367)	(368)	(369)	(370)	(371)	(372)	(373)	(374)	(375)	(376)	(377)	(378)	(379)	(380)	(381)	(382)	(383)	(384)	(385)	(386)	(387)	(388)	(389)	(390)	(391)	(392)	(393)	(394)	(395)	(396)	(397)	(398)	(399)	(400)	(401)	(402)	(403)	(404)	(405)	(406)	(407)	(408)	(409)	(410)	(411)	(412)	(413)	(414)	(415)	(416)	(417)	(418)	(419)	(420)	(421)	(422)	(423)	(424)	(425)	(426)	(427)	(428)	(429)	(430)	(431)	(432)	(433)	(434)	(435)	(436)	(437)	(438)	(439)	(440)

67

CHECKLIST A (from questionnaire):

GETTING INTO DESIRED CLASSES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Having fewer trips to Merritt for registration, testing, Orientation, programming, and class sign-up.	11	31
2) Having simpler registration procedure.	12	29
3) Having simpler program forms.	7	19
4) Entrance test should be less difficult.	4	9
5) Having no entrance test.	6	13
6) Students should have more clearly-defined goals.	18	32
7) There should be a better explanation of schedule of classes.	14	34
8) It should be easier to get number of units student needs.	13	29
9) There should be more basic day classes that students need.	19	42
10) Basic classes should be offered at more times of the day.	24	53
11) It should be easier to see a Dean if necessary.	9	28
12) It should be easier to see a counselor at registration/sign-up.	21	53
13) It should be easier to see an instructor during class sign-up.	16	39
14) It should be easier to see a peer (student) advisor.	7	19
15) Registration and information clerks should be more sympathetic.	12	24
16) Registration and information clerks should have more understanding of problems.	16	36
17) It should be easier to get information by phone.	18	43
18) There should not be pre-class-sign-up <u>Orientation</u> sessions.	5	12
19) There should be better explanations of content of courses.	22	53
20) There should be better explanations of what courses are suitable for a student.	20	53
21) There should be more openings in the courses most students need.	22	50

GETTING INTO DESIRED CLASSES

* See note at bottom of TABLE 14

CHECKLIST B (from questionnaire):
TEACHING AND RELATED

	% of all who considered withdrawal (now or ever)	% of total group
1) There should be clearer explanations of materials by instructors.	14	38
2) Instructors should cover material at a slower pace.	11	26
3) Instructors should cover material at a faster pace.	4	9
4) Some instructors should be more sympathetic.	14	32
5) There should be smaller classes.	11	23
6) Instructors should speak louder.	3	9
7) Instructors should use simpler words.	7	13
8) Instructors should not pick on particular students.	13	26
9) There should be less work outside of class.	7	13
10) There should be more work outside of class.	3	11
11) Library should be easier to use.	6	15
12) Library personnel should be more helpful.	9	20
13) Quarter-system would be better for me than semester system.	15	31
14) There should be more "minicourses" (short-term courses).	16	35
15) Students here should have more commitment to learning.	19	47
16) Instructors making clear his/her grading policies.	18	42
17) Instructors making clear his/her attendance policies.	15	35
18) Instructors should give out course outline at beginning of semester.	23	59

TEACHING AND RELATED

QUEST. NO (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)				EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)				NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 3)			
	HIGH SCHOOL GRAD.				HIGH SCHOOL GRAD.				HIGH SCHOOL GRAD.			
	YES (23)	NO (1)	YES (BY EXAM) (2)	TOTAL (24)	YES (80)	NO (4)	YES (BY EXAM) (9)	TOTAL (93)	YES (145)	NO (5)	YES (BY EXAM) (4)	TOTAL (154)
1	4			4	9		1	10	21	1	2	24
2	2			2	7	1	1	9	14		1	15
3	1			1	3			3	5			5
4	4			4	8	1	1	10	16	1	1	18
5	3			3	6	1	1	8	12			12
6					1	1	1	3	5		1	6
7	2			2	4		1	5	6	1	1	8
8	4			4	7	1	1	9	12		1	13
9	3			3	3		1	4	8			8
10	1			1	2			2	6	1	1	8
11	2			2	3		1	4	8		1	9
12	2			2	6		1	7	10		1	11
13	3			3	10		2	12	15		1	16
14	3			3	10	1	2	13	18		1	19
15	4			4	13	1	1	15	25	1	2	28
16	4			4	10	1	3	14	21	1	2	24
17	3			3	10		2	12	17	1	2	20
18	5			5	15	1	2	18	33	1	2	36

* See note at bottom of TABLE 14

CHECKLIST C (from questionnaire):

STUDENT SERVICES

	% of all who considered withdrawal (now or ever)	% of total group (298)
1) Counselors should have more information.	18	45
2) Peer advisors should have more information.	8	23
3) Counselors having better understanding of students' problem(s).	17	33
4) Peer advisors being more understanding of students' problem(s).	8	19
5) Counselors should be more helpful.	13	32
6) Peer advisors should be more helpful.	6	17
7) Students should get more information about the Tutorial Center.	21	48
8) There should be more tutors when needed.	14	34
9) Tutors should be more helpful.	8	17
10) More information on the Career Center should be made available to students.	18	46
11) Career Center personnel should be more helpful.	41	53
12) Career Center should have more information (on jobs, etc) available.	18	44
13) More information should be available to entering students about the Learning Lab.	19	46
14) There should be more people in the Learning Lab.	5	12
15) People in the Learning Lab should be more helpful.	6	14
16) There should be more information available to entering students about the Child Care Center.	9	21
17) The Child Care Center should take care of more children.	8	16
18) There should be more people in the Child Care Center.	5	12
19) The Child Care Center people should be more helpful.	3	8
20) There should be more information available about the Job Placement Office.	20	44
21) More part-time jobs available when needed.	23	53
22) Job Placement personnel should be more helpful.	10	22
23) There should be more time for students by the College Nurse.	4	11

HIGH SCHOOL GRADUATION VS
VARIABLES OF CHECKLIST C:

STUDENT SERVICES

QUEST. NO (OPPOSITE PG.)	CONSIDERING WITHDRAWING NOW ("YES" TO QUESTION 3)				EVER CONSIDERED WITHDRAWING PREVIOUSLY ("YES" TO QUESTION 1)				NEVER CONSIDERED WITHDRAWING ("NO" TO QUESTIONS 1 & 2)			
	HIGH SCHOOL GRAD.				HIGH SCHOOL GRAD.				HIGH SCHOOL GRAD.			
	YES (23)	NO (1)	YES (BY EXAM) (2)	TOTAL (24)	YES (80)	NO (4)	YES (BY EXAM) (9)	TOTAL (93)	YES (145)	NO (5)	YES (BY EXAM) (4)	TOTAL (149)
1	4		1	5	11	2	13		24	1	2	27
2	3			3	4	1	5		12	1	2	15
3	4		1	5	9	1	2	12	14	1	1	16
4	3			3	4		1	5	9	1	1	11
5	3			3	9		1	10	17	1	1	19
6	2			2	4			4	9	1	1	11
7	5		1	6	12	1	2	15	24	1	2	27
8	3		1	4	9		1	10	17	1	2	20
9	2			2	4	1	1	6	7	1	1	9
10	5			5	10	1	2	13	25	1	2	28
11	2			2	38		1	39	10	1	1	12
12	3		1	4	10	1	3	14	23	1	2	26
13	5		1	6	11		2	13	22	2	3	27
14	1			1	3		1	4	6		1	7
15	2			2	3	1		4	6	1	1	8
16	3			3	5		1	6	11		1	12
17	2			2	6			6	7		1	8
18	1			1	3		1	4	7			7
19	1			1	1		1	2	4		1	5
20	5		1	6	11	1	2	14	23	1	2	26
21	5		1	6	13	1	3	17	27	1	2	30
22	3			3	6		1	7	10	1	1	12
23	1			1	2		1	3	5	1	1	7

* See note at bottom of TABLE 14

CHECKLIST D (from questionnaire):

FINANCIAL AID OFFICE

- 1) Should give students more information, at the start of each semester, about the kinds of financial aids available.
- 2) Financial aid applications should be simpler.
- 3) More financial aid (of the type student is eligible for) should be made available.
- 4) Money should be made available more quickly.
- 5) Financial Aid Office personnel should be more helpful.

% of all who
considered withdrawal
(now or ever)

% of total group (298)

(28) (64)

17 (43)

(21) (49)

(20) (47)

16 (35)

CHECKLIST E (from questionnaire):

OTHER

- 1) Need cheaper transportation to Merritt.
- 2) Need faster transportation to Merritt.
- 3) Need more good places to study at Merritt.
- 4) Need a good place to study at home.
- 5) Need more time to study.
- 6) Being able to go to college without having to work as well.
- 7) Need more motivation to study.
- 8) Need more encouragement from parents.
- 9) Need more financial aid from parents.
- 10) Other students should be friendlier.
- 11) Other students should be more helpful.
- 12) Instructors should not turn down special requests.
- 13) Deans should not turn down special requests.

10 28

15 (32)

15 (35)

8 17

12 27

(21) (39)

16 (33)

4 9

6 12

9 18

6 17

11 28

10 22

DISCUSSION OF RESULTS FROM THE TABLES

Table 1 shows the distribution of answers. The first results are shown in Table 2, where the answers to Question 3 are tabulated. Note first that only 26 of the 298 questionnaires received back answered "yes" to this question, which was: "Right now, are you considering dropping out?" However, if a person answered "yes" to this question, and "yes" to Question 1: "Have you ever seriously thought about leaving Merritt before you attained your goal here?", they were put in the category of Q3, since "right now" is in effect a sub-heading of "have you ever". Also, in order to avoid duplicating answers, these persons were not tabulated in Table 3, where the answers to Question 1 are tabulated. This is the way Table 1 is made up, also.

Thus, these 26 represented only those who were considering dropping out right now (at the time the questionnaire was answered- March 21-30, 1979). This number is relatively small, although it must be remembered that many more may already have dropped out before this questionnaire was given out. The design of the research was such that it was impossible to get those who had already dropped out. This would be very desirable, but would require a follow-up effort of a much larger magnitude than this work allowed.

If this sample is in fact representative—and it is believed to be so, as discussed in the section "The Sample of Merritt Students"—then in the total population of day students for this semester, 5824— this would represent $\frac{26}{298} \times 5824$, or 508 students, or approximately 8.7% of the day students.

Note that almost half gave "Financial Difficulties" and "Need to get a job" as the Most Important Reason. Perhaps this might be expected. Remember that in the total population of day students this represents about 235 students. The "Difficulties in understanding the course material, subject matter, etc." represents, in the total population, about 58 students. "Uncertainty of goals and the value of a Merritt degree" were worded in such a way that they were inseparable.

The "2nd Most Important Reason" was answered on the same sheet as the "Most Important Reason". However, the actual numbers are small, and so more subject to statistical doubt.

Table 3 is for Question 1: "Have you ever seriously thought about leaving Merritt before you attained your goal here?" 126 out of 298 answered "yes". This is 42.3% of the day population. Again, where the answer appears to consist of two elements, the actual way they were written is such that the way shown best expresses the feeling.

15.1% (or 19 students) in the sample of 126 represents 369 in the total population of 5824. 10.1% (or 13 students)

in the sample represents 247 in the total population.

For the "2nd Most Important Reason", the first item is interesting. Since the total of 24 represents 469 students in the population, 16.7% represents 78 students who volunteered (see format of Q1) the information that they had considered dropping out because of lack of information about Merritt programs and services.

Tables 4,6,8,10, and 12 give the "Most Important Reason" for Q3 ("Right now, are you considering dropping out?") broken down by personal variables. Remember that these figures are numbers. 4/26 is 15.3%; 3/26= 11.5%; etc.

Tables 5,7,9,11, and 13 give the same information for Q1 ("Have you ever seriously thought about leaving Merritt before you attained your goal here?"). However, in this case, the total number is 126. The tables show the numbers. Percentages may be obtained from Table 3.

A few of the lines in these tables do not add up. For example, in Table 9, the top line is for the students who gave "Need a job" as the most important reason. A total of 19 students actually gave this reason, and so 19 is listed in the column headed "No, giving this reason". However, when tabulated by "Units Completed Before This Semester", only 17 checked this answer, and so there are 17 shown in the appropriate columns for units.

Now, Tables 14 through 33 are considerably different from Tables 2 and 3, and 4 through 13. These tables all show percentages instead of numbers. For each checklist in the questionnaire, there are tables showing the personal variables. Further, these personal variables are divided into three groups: Those considering withdrawing now ("Yes" to Q3); those who ever considered withdrawing ("Yes" to Q1); and those who never considered withdrawing ("No" to Q1 and Q3). (As before, if a student answered "Yes" to Q1 and "Yes" to Q3, he/she was put in the "Yes-to- Q3" category).

For example, Table 14 shows the age group, and on the opposite page is Checklist A: "Getting Into Desired Classes." Table 15 shows the same age group, but on the opposite page is Checklist B: "Teaching and Related". Table 16 shows the age group vs. the variables of Checklist C- "Student Services"- and Table 17 shows the age group vs. the variables of Checklists D and E- "Financial Aid Office" and "Other".

Tables 18-21 show the same checklists- A, B, C, D, and E- against the personal variables of Ethnicity and Sex. Tables 22-25 show Checklists A, B, C, D, and E against Units Completed Before This Semester. Tables 26-29 show the same checklists against Units Being Taken Now. Tables 30-33 show the same checklists against High School Graduation.

Percentages below 1 are not shown. The percentage total for each of the subgroups of each personal variable are shown

on that sheet. On the opposite (the checklist side) are shown two percentage totals- first, all those who considered withdrawing now (Q3) plus ever (Q1). (The N total for this group is 126+26 or 152.) The second total is the percentage total of all students. (The N total for this group is 298.)

It will be noted that there are small discrepancies among, for example, all Checklist A's. Checklist A for age is not exactly the same as Checklist A for ethnicity. This is because (contrary to the way Tables 4-13 were made up) all the percentages answering this way were totaled across. The slight discrepancies are, of course, due to the fact that a few students who answered the questionnaire for age did not answer it for ethnic group.

Arbitrarily, all the percentage totals of 30 and up (for the whole group) were circled. Also arbitrarily, all the percentage totals of 20 and up were circled for those who "now or ever" considered dropping out. Since there is an N of 152 in the group who considered dropping out, and an N of 298 in the whole group, perhaps all the percentage totals of the "now or ever" group of 15 and up should be circled, representing half of 30. But the circlings are purely arbitrary, and used to draw attention to those areas where improvement may be desirable.

One may choose whatever grouping he/she thinks is important (age or ethnicity or units being taken now, for example) and look at the totals on the Checklists for this particular breakdown.

APPENDIX A:

Students' Comments in Space After E- "Other"No. Students
Answering
This Way"Yes" to Q3

- | | |
|---|--|
| 1 | More entertainment |
| 1 | Keeping classes open, whether or not 25 people in it |
| 1 | Better eating areas |
| 1 | More work-study jobs |
| 1 | More courses in various fields |

"Yes" to Q1

- | | |
|---|--|
| 2 | More different types of classes |
| 1 | Specific job market statistics available to students |
| 1 | New road to Merritt |
| 1 | More campus jobs |
| 1 | More night classes |
| 1 | Meditation room |
| 1 | More information on jobs in the community |
| 1 | Faster hot food service |
| 1 | Install a swimming pool |

"No" to Q1 and Q3

- | | |
|---|---|
| 3 | More library books |
| 3 | More 37 buses, arriving more often |
| 3 | More financial aid available |
| 2 | Administrators more aware of student problems |

APPENDIX A (Continued)No. Students
Answering
This Way"No" to Q1 and Q3

2	Get rid of pinball machines in Student Lounge
2	Teachers treating students like adults, not kids
2	Class assignments more spread out
2	More classes necessary for transfer made available
1	Charge minimum tuition to keep non-serious students out
1	International student club for overseas students
1	More effort made to reach potential drop-outs <u>before</u> they drop out
1	More student activities
1	Merritt accepting AA degrees from other schools
1	More information to students about activities
1	More basic classes at night
1	VA representative spending more time on campus
1	Tougher academic standards
1	More student parking
1	More computers for Data Processing classes

APPENDIX B:

List of Classes and Participating Instructors

<u>Class and Merritt Number</u>	<u>Instructor</u>
English 293 (Basic English) (morning)	Warren C. Johnson
English 293 (afternoon)	John A. Paul
English 31A (English as taught (morning) at State Univ.)	John H. Bens
English 31A (afternoon)	John A. Paul
English 31B (morning)	Marsden Price
English 31B (morning)	Richard S. Vietti
English 1A (English as taught (morning) at Univ. of Cal.)	Angelica G. Sansum
English 1A (afternoon)	Dr. John F. Summersette
English 1B (morning)	Douglas R. Baugh
English 1B (afternoon)	Ursula S. Isfan

Number of students in sample from above English classes= 162

Data Processing 50 (Beginning Data Processing)	Jesse K. Peckenham
Ornamental Horticulture 1 (Beginning Orn. Hort.)	Thomas J. Lemieux
Psychology 33 (Personal Development)	James A. Hill, Jr.
Electronics Technology 148E (Electronics Systems)	Dr. Howard Poulter
Carpentry 148C (Finish and Millwork)	Theodore Reece
Ironworking 103A (Fabrication Techniques)	Robert J. Buckingham
Art 9 (History of Art)	Dr. Herbert F. Saylor
Art 12 (Painting- Watercolor)	Dr. Herbert F. Saylor
Physical Education (Weight Training)	Grover Garvin

Number of students in sample from above non-English classes= 136

Total number of students in sample= 298

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